

DOCUMENT RESUME

ED 446 746

IR 020 375

TITLE CNN Newsroom Classroom Guides, September 2000.
INSTITUTION Turner Educational Services, Inc., Atlanta, GA.; Cable News Network, Atlanta, GA.
PUB DATE 2000-00-00
NOTE 115p.
AVAILABLE FROM Turner Educational Services, 33 S. Delaware Avenue, Yardley, PA 19067 (specify date; videos of broadcasts, \$24.95 per episode). Tel: 800-344-6219 (Toll Free); Fax: 215-579-8589. For full text: <http://learning.turner.com/newsroom/archive>.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS *Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of September 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: FBI arrests a suspect in the Emulex hoax case (September 1); U.S. presidential candidates prepare for the presidential debates, the U.N. Millennium Summit begins, deaths in West Timor cast a shadow over the U.N. Millennium Summit, and the U.N. seeks ways to improve its peacekeeping missions (September 5-8); OPEC will increase its oil production in an effort to ease high prices, the FTC accuses Hollywood of marketing violence to children, Bridgestone/Firestone Inc. and Ford Motor Company blame each other during congressional hearings, the U.S. is experiencing the largest sustained wave of immigration in its history, and as British protesters bring their nationwide blockade to a halt, they accelerate throughout the rest of Europe (September 11-15); financing higher education is an important issue for U.S. presidential candidates, U.S. consumers are concerned about soaring oil prices and the British government is working to avert further disruption of oil supplies, viruses and bacteria can be easily transmitted, White House officials worry about the stability of oil prices, and Republicans blame the Clinton-Gore Administration for the lack of a national energy policy (September 18-22); do presidential debates matter to voters; the AFL-CIO flexes its political muscle, European reaction to Yugoslavia's elections has been swift, U.S. Hopes that Slobodan Milosevic will concede defeat; new doping regulations take their toll on Olympic athletes, anabolic steroids can have damaging side effects; Hollywood proposes a plan to end marketing of violent films to children, theaters find it difficult to enforce movie ratings; and the U.S. presidential candidates; and college students offer pre-debate advice to the candidates. (September 25-29). (AEF)

CNN Newsroom Classroom Guides September 2000

PERMISSION TO REPRODUCE AND
DISTRIBUTE THIS MATERIAL IN MICROFORM
AND IN ELECTRONIC MEDIA FOR CLASS
COLLECTIONS AND SCROLLING ONLY
HAS BEEN GRANTED BY

M. Stevens

ED 446 746
2A

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

By: Turner Learning, Inc.

BEST COPY AVAILABLE

CNN NEWSROOM Guide

September 1, 2000

Teachers: There will be no CNN NEWSROOM and Daily Guide on Monday, Sept. 4, in observance of Labor Day in the U.S.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:45...02:10

Top Story ... 04:35...06:45

- The FBI arrests a suspect in the Emulex hoax case.
- The fake press release set off a chain of events in the market and the media.

In the Headlines ... 02:25...09:10

Scientists use technology to predict where wildfires will spread.

DAILY DESK ... 00:45...09:55

Editor's Desk ... 01:30...11:25

CNN profiles an Etch-A-Sketch artist.

WORLDVIEW ... 00:25...11:50

Around the World ... 04:10...16:00

Recovery of artifacts of the *Titanic* fuels the "preservation versus plunder" debate.

Matchstick *Titanic* ... 00:55...16:55

There's no match for this model of the *Titanic*.

Information Please ... 03:50...20:45

Britain's Queen Mother recently turned 100.

Inside Europe ... 03:25...24:10

British centenarian Walter Leach offers a unique perspective on history.

NEWS CHRONICLE ... 00:25...24:35

Our World ... 02:25...27:00

An Alabama high school is going the extra mile when it comes to cigarette smoking.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Cyberscam

1. Who has been arrested in connection with the Emulex hoax case? How did the FBI zero in on this suspect? What is his alleged crime? What was his "serious mistake"? What is "anonymity"? Why shouldn't criminals count on anonymity to shield them from identification on the Internet?
2. How did Mark Simeon Jakob allegedly profit from this scam? How did investigators identify Mr. Jakob? How many times within the past 18 months has the Internet been used to perpetuate a financial hoax? What was different about this incident? According to the company's chairman, how much did Emulex investors lose in one day as a result? What could be Mr. Jakob's punishment if he is convicted?
3. Explain how the bogus press release set off a chain of events in the stock market. How much of its value had Emulex stock lost by 10:30 Friday morning? What happened once Nasdaq contacted the company? Why do you think that trading was stopped? How has this incident changed the way the media and the stock market will handle financial news?
4. Cybercrime is becoming more prevalent and devastating. Earlier this year we saw computer viruses being disseminated worldwide, and their costly effects on business. In the Emulex hoax, investors may have lost as much as 50 million dollars. What can investors do to protect themselves online? Have students work in groups to research the online tools that offer information to investors. Groups will want to examine online newsletters, trading services, financial sites, and the like. Direct groups also to search for sites that help investors report cyberscams and Internet-related crimes. Share group information in class. Discuss the options that might be available to those who lost money in the Emulex scam and to what extent they can protect themselves in the future.

EXTENSION: Ask students: What was the role of the media in the Emulex case? Do you think media should report the fact that a stock is taking a sharp dive as it happens? Why or why not?

LINKS:

<http://cnnfn.cnn.com/2000/08/31/companies/emulex/>
<http://cnnfn.cnn.com/2000/08/25/companies/emulex/index.htm>
<http://www.usdoj.gov/criminal/cybercrime/reporting.htm>
<http://www.scambusters.com/>
<http://www.sec.gov/consumer/cyberfr.htm>

In the Headlines: Wildfire Behavior

1. How are scientists at Lawrence Livermore Laboratory using computers to predict what wildfires will do? What information are they using to predict fire behavior? What is the main focus of this research? What do firefighters use today to predict a fire's path? How will the data retrieved from their supercomputer help save more time and lives in the future?
2. Technology has enabled firefighters to more effectively combat wildfires. Challenge groups of students in your class to find information on some of the ways technology is being applied to fighting wildfires. Send them on an informational scavenger hunt to learn more about such advances as GPS and fire behavior maps. Direct each group to select one of the high tech firefighting aids it finds and explain how it works to the class.

LINKS:

<http://www.cnn.com/2000/US/08/31/wildfires.03/index.html>
<http://www.dougsfire.com/FIRELANG.HTM>
<http://forestry.about.com/science/forestry/library/weekly/aa102499.htm>
<http://www.dnr.state.mn.us/forestry/fire/>

EDITOR'S NOTE:

Emulex
e-mail
cybercrime
stock sell-off
fraud
terrain
urban interface areas
interface fire

DAILY DESK**Editor's Desk: Etch-A-Sketch Artist**

1. What is an "Etch-A-Sketch"? For what talent is George Vlosich known? According to Mr. Vlosich, what is the "secret" to becoming an Etch-A-Sketch artist?
2. Do you like to draw? Why or why not? If so, what types of things do you like to draw? Have you ever used an Etch-A-Sketch? If so, how does it compare to the process of drawing? What skills can drawing foster?
3. Have students list different professions that utilize the skill of drawing, such as mechanical drawing, fashion design, and graphic arts. Then instruct small groups of students to prepare multimedia presentations that examine how new technologies have transformed the drawing process and have influenced these different professions. Have students identify whether the skill requirements for different jobs within each profession have changed as a result of the new technologies. How do you think new technologies are affecting the art of drawing?

LINKS:

<http://www.etch-a-sketch.com/>
<http://toycollecting.about.com/library/weekly/aa062100a.htm?terms=etch-A-sketch>

EDITOR'S NOTE:

Etch-A-Sketch
patience
aluminum powder
canvas

WORLDVIEW**Around the World: *Titanic* Artifacts**

1. What does Michael Harris do for a living? For how long has his company been retrieving artifacts from the *Titanic*? How many artifacts were recovered in the company's first operation? How many does his company currently have in its collection?
2. How do salvagers like Michael Harris defend what they do? Why are some critical of their operations? What do some salvage operators do with the items they recover? What does the National Oceanic and Atmospheric Administration (NOAA) want to do to stop salvage operations of the *Titanic*?

3. The wreck of the *Titanic* was located about 15 years ago, in 12,500 feet (3,810 meters) of water about 350 miles (531 km) southeast of Newfoundland, Canada. Have your students conduct research to find the specific site, and mark it on a map with lines of longitude and latitude. Then have students research the technology that was used to locate the wreckage. Share student findings and discuss how today's technology might have prevented the accident and human tragedy.
4. Ask students: Do you think salvagers should be allowed to continue their operations, or do you side with the NOAA and want to declare the wreckage a "historical site"? Have students research both sides of the "pillage versus preservation" debate. Then direct each student to write a position paper on whether or not the site of the *Titanic* wreckage should be declared a national monument.

LINKS:

<http://www.tms.org/pubs/journals/JOM/9801/Felkins-9801.html>

<http://www.si.edu/resource/faq/nmah/titanic.htm>

<http://octopus.gma.org/space1/titanic.html>

<http://www.fortunecity.com/millennium/kibble/273/titanic/titanic.htm>

Information Please: Queen Mum Profile

1. Who is the woman known as Britain's "Queen Mum"? Who was her husband? When and under what circumstances did he assume the British throne? What did George VI think of his role as king? How did Elizabeth view her new title?
2. How is the Queen Mother described in this story? How did her behavior during the Nazi blitzkriegs in World War II illustrate her character? What name did Hitler reportedly have for her? Why do you think he saw her as "dangerous"? What do you think the Queen Mum thought of this nickname?
3. How did Elizabeth's role change upon the death of her husband, the king, in 1952? How has the British Empire changed throughout her daughter's reign? Why do you think the Queen Mother, now 100 years old, is referred to as "a constant thread in the nation's collective scrapbook"?
4. Her Majesty Elizabeth the Queen Mother is the matriarch of the British Royal Family. Have your students learn more about the Queen Mum and the Royal Family by conducting research. The websites below provide some information. Who is the current reigning monarch? What is the line of succession to the throne? In spite of its limited practical leadership role, why is the Royal Family still popular among its British subjects? Discuss.

LINKS:

<http://www.royal.gov.uk/>

<http://www.royal.gov.uk/family/mother.htm>

<http://www.queenmother-100years.com/>

Inside Europe: Britain Century Man

1. How old is Walter Leach? What is his occupation? What is his personal mission? Mr. Leach has seen the start of two centuries. Which century does he prefer? Why?
2. What did Walter do during World War I? How had Britain changed upon his return? How did World War II impact Walter's life? What did he do after the war? What changes did he find when he came back to England?
3. Describe Walter Leach's life today. How does he feel about the Internet? Why does he never say "in my day..."? Explain how his teacher's instructions about judging stained glass serve as Walter's view of life.
4. What events and trends has Walter Leach witnessed in his lifetime? Have students scan their

history books and other resources for the political, economic, and social events that have shaped the last century. Challenge each student to put himself/herself in Walter's place and write a journal entry for any one day in his lifetime.

5. Individuals over 85 years old now constitute the fastest-growing segment of the population in the U.S. There are now more than 60,000 members of the 100-plus club in the U.S., and over 7000 centenarians in Great Britain. Scientists are studying the lives of these individuals to learn why they have lived so long. Direct students, working in groups, to research some of their findings. What role do genetics, lifestyle, and emotions play in longevity? After a brief discussion, refer students back to the video. Ask them to identify the characteristics Walter Leach displays that would confirm the researchers' findings. What can younger people learn from Walter Leach?

LINKS:

http://www.bbc.co.uk/health/tools/living_100.shtml
<http://www.med.harvard.edu/programs/necs/>
<http://www.adlercentenarians.com/ncap.html>
<http://www.bcm.tmc.edu/hcoa/13.html>
http://www.dana.org/dana/dm_book/chapter1.html
<http://www.nara.gov/>

EDITOR'S NOTE:

pillage
 salvaging
Titanic
 "Queen Mum"
 blitz
 monarchy
 leprosy
 diphtheria

NEWS CHRONICLE

Our World: Tobacco Testing

1. For what substances is Hoover High School testing its athletes? What happens if an athlete's test results are positive for tobacco? What percentage of athletes in all sports will be tested? Why do you think authorities will be conducting "random" testing?
2. Have any parents or students objected to the tobacco testing? Why do you think there is such support for it? The school's athletic director says the courts are on their side, yet the ACLU (American Civil Liberties Union) worries about setting a precedent. What does this mean, and why is the ACLU concerned? Do you agree or disagree with the ACLU's position? State your rationale.
3. Does tobacco use impair athletic performance? Have students work in groups to consult medical resources and professionals to gather information in response to this question. Have each group present its findings. Discuss how nicotine and other substances found in cigarettes and chewing tobacco present both long-term health risks and immediate negative effects on those physical and mental skills needed to function in sports. Do students agree or disagree with the tobacco testing policy at Hoover High? Do they think this policy could improve the school's competitive edge in sports? Discuss.

LINKS:

<http://www.cdc.gov/health/smoking.htm>
<http://www.fda.gov/opacom/campaigns/tobacco/>
<http://www.home-drugtest.com/tobaccotests.htm>
<http://www.ncaa.org/cbsa/drugtesting.html>

EDITOR'S NOTE:

tobacco testing

random

ACLU

precedent

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 5, 2000

Is it time to reenroll in CNN NEWSROOM? Call 1-800-344-6219. Or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:45...02:15

Top Story ... 08:40...10:55

-U.S. presidential candidates prepare for the presidential debates.

-CNN NEWSROOM looks at the history of the U.S. national party conventions.

DAILY DESK ... 00:30...11:25

Health Desk ... 02:40...14:05

Before treating a headache you should know its cause.

WORLDVIEW ... 00:35...14:40

Hong Kong Academic Freedom ... 03:30...18:10

Dissatisfaction with the government promotes political cynicism in Hong Kong.

One World Habitat: Water, Part II ... 04:45...22:55

Water conservation becomes more important in the 21st century.

Political Front ... 02:00...24:55

Teenage twins lead a rebel militia in Myanmar.

NEWS CHRONICLE ... 00:35...25:30

Democracy in America ... 02:00...27:30

In America, education reform is a key political issue.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Campaign 2000

1. When are the U.S. presidential elections taking place? Who are the U.S. presidential candidates?

How many presidential debates have been scheduled? What are the differences between "traditional style" and "talk show style" televised debates? Do you think these different formats are necessary? Why or why not? In your opinion, what skills and knowledge should candidates possess to succeed in the debates?

2. Do you think presidential debates are valuable to American voters? Explain. If you were of voting age, what steps would you take to make an informed decision in a presidential election? To what extent do you think debates assist voters in making their decisions? Do you think there should be an increase or decrease in the number of debates? State your rationale.
3. How were presidential nominees chosen in the early days of the U.S.? How did national party conventions evolve from this process? Which party held the first convention, and when did the convention take place?
4. What are party platforms? What are delegates? How has the role of delegates in the nominating process changed? How are party convention delegates chosen today? How have national party conventions changed since their inception? To what extent have technology and media affected the nature and significance of the national conventions? Do you think national party conventions are important? Explain.
5. Why do you think many teens are disinterested in the 2000 presidential campaign? In your opinion, what could be done to address this issue? Challenge your students to identify the significant issues in the upcoming presidential election. Group students. Have each group select an issue and research the presidential candidates' position on the issue. After each group has presented its findings, poll each student to find out his/her views on the issues, and which candidate he/she supports.
6. What factors make a presidential candidate "electable"? As a class, have students create a list of U.S. presidents since 1789. Then, instruct each student to prepare a profile of a president, including the president's personal and professional background. After students share their information, have them consider the similarities that exist between the candidates. Some people might argue that, though the methods of nominating a U.S. president have changed over the years, the types of candidates that Americans select have remained the same. Do you agree with this assertion? Why or why not?
7. What are the elements of a national party convention? Lead a class brainstorming session to generate a list of the components of a national party convention, including:
 - the delegates
 - the platform
 - the venue
 - the media
 - the nominating process
 - the selection of a vice-presidential running mate
 - the speeches (especially the keynote and nominating speeches)
 - the convention "bounce" (boost in the polls that the party gains immediately following the convention).

Divide the class into small groups. Direct each group to choose one of the components of a national party convention and research historical information and the component's role in creating the convention experience. Have each group report its findings. Why do students think national party conventions have become such major media events? Are these events significant to the political process? Why or why not?

LINKS:

<http://www.cnn.com/2000/ALLPOLITICS/stories/09/04/campaign.wrap/index.html>
<http://www.library.usyd.edu.au/Guides/Government/us.html>
<http://www.time.com/time/daily/special/look/0,2633,37744,00.html>
<http://www.library.upenn.edu/vanpelt/guides/elections.html#4>
<http://www.historyguy.com/Politicalparties.html>

EDITOR'S NOTE:

debates
caucus
delegate
ballots

DAILY DESK**Health Desk: How's That Headache?**

1. How much money do Americans spend each year for over-the-counter headache medicines? Why is it important to know the cause of a headache before treating it? What are some of the different types of headaches and their triggers?
2. Why are 70% of migraine sufferers women? Have you ever had a migraine or tension type headache? If so, how did it affect you? How did you manage your symptoms? Was this treatment effective? Why or why not?
3. Have students consult your school nurse or multimedia resources to identify the differences between aspirin, ibuprofen and Tylenol (acetaminophen), and why they are used to treat headaches. Ask students to also identify any risks associated with these three common headache medications.
4. Point out to students that experts suggest that a multidisciplinary approach be taken to effectively treat migraine and chronic, stress related headaches. Divide your class into three groups. Refer each group to the websites below to prepare a presentation about how either doctors and nurse practitioners address medical issues, how social workers address stress/psychological issues, or how nutritionists address nutritional triggers. Following the presentations, discuss how these three treatment approaches are interconnected.
5. Have students prepare a brochure to educate parents about the causes and symptoms of headaches, and their impact on children. The first three websites below should provide useful information about pediatric headaches. You may want to have students draw upon this information to present a list of questions that parents can use to assess the nature of their child's headache and the best course of intervention. Disseminate brochures to parents, your school library, and school nurse.

LINKS:

<http://www.headaches.org/>
<http://www.achenet.org/>
<http://www.achenet.org/kids/under.php>
<http://kidshealth.org/>

EDITOR'S NOTE:

migraine
nitrates
hormonal fluctuation

WORLDVIEW**Hong Kong Academic Freedom**

1. Who is Tung Chee Hwa? Why has he been a source of political controversy this summer? Who is Andrew Lo? What was his alleged role in the latest scandal? What was the conclusion of the independent panel investigating this case? How has Chief Executive Tung Chee Hwa reacted to this conclusion? What other political crisis is confronting Tung Chee Hwa? How has the appearance of improper collusion between the government, business, politicians and academics influenced the public? How is this cynicism likely to impact upcoming elections in Hong Kong?
2. What is academic freedom? Why has this latest scandal in Hong Kong fueled fears about academic freedom? Do you think academic freedom, especially on the university level, is important? Why or why not?
3. Inform your class that Hong Kong, once a British colony, was returned to Chinese control in 1997. How did China and Hong Kong differ, both politically and economically, before the handover? Has anything changed since? Have students work in groups to compare China and Hong Kong, before and after the handover to China three years ago. Have each group present its findings. Why were some people concerned about the continuation of political, economic and religious freedoms in Hong Kong after the handover? Were their fears justified? What does China have to gain and lose by restricting political and economic freedom in Hong Kong? Discuss.

LINKS:

<http://worldnewspapers.about.com/newsissues/worldnewspapers/library/weekly/aa062797.htm?iam=dpile>
<http://worldnewspapers.about.com/newsissues/worldnewspapers/library/weekly/aa062100a.htm>
<http://www.cnn.po.com/ASIANOW/time/magazine/99/1129/lineoffire.academia.html>
<http://SCMP.com/>
<http://www.hku.hk/>
<http://www.prc50.org/Tzz/Ta1005.htm>

One World Habitat: Water, Part II

1. How do most farmers irrigate their crops? Why is agricultural water conservation so important? What is drip irrigation? Why does so little of the world use this method? Why do some experts think it is hard to motivate farmers in industrialized nations to conserve water? What caused an increase in conservation in California's industrial use of water?
2. According to the story, what are some changes in public usage that can conserve water? What other ways can you think of to conserve water in the home?
3. Richard Jolly compares the amount of money needed to provide 10 years of worldwide sanitation and water to the amount spent in one year on alcohol in Europe or perfume in the U.S. Do you think this comparison is relevant? Why or why not?
4. Challenge students to find out more about the importance and methods of water conservation. Divide the class into small groups and have each create a presentation about water. Arrange for each group to present its findings to younger classes of students. Instruct them to include concrete ways for students and their families to conserve water in their homes.

LINKS:

<http://www.epa.gov/watrhome/>
<http://www.nacdnet.org/pubaff/stewardship/>
http://www.iucn.org/info_and_news/press/water2000.html
<http://www.waterinfo.org/cnsrv.html>

Political Front: Myanmar God's Army

1. Who are Luther and Johnny Htoo? What is the mission of the rebel group known as the "God's Army"? Why have the Htoo twins been on the run since January, 2000?

2. Inform students that Myanmar, formerly Burma, has been in a state of internal armed conflict since it gained independence from the United Kingdom in 1948. Refer groups of students to multimedia resources to learn more about the history of Myanmar, and why the Karen have had a long standing conflict with the nation's government. After students share their findings, create a timeline that depicts the significant people and events that have impacted the Karen community during the last century. How has political oppression affected the Karen? What steps have the Karen taken to resolve their conflicts? What has been the result of these efforts?
3. Why do many of the Karen believe that the twins have mystical powers? Point out to students that the Karen, who are mostly Christians, have long believed in "messianic cults." Direct students to the websites below to investigate the extent to which religion and politics have influenced the Htoo twins' rise to power. Ask: Do you think the God's Army is a messianic cult? Why or why not? Have students consider whether the twins are religious, as well as military, leaders. Then instruct each student to write a position paper that examines the following question: Will the Htoo twins be able to affect constructive political change? Have students share their papers and discuss.

LINKS:

<http://www.cnn.com/ASIANOW/time/magazine/2000/0207/burma.godsarmy.html>

<http://www.cnn.com/ASIANOW/asiaweek/intelligence/991019/>

<http://www.cnn.com/ASIANOW/asiaweek/magazine/99/1029/thailand.north.html>

<http://www.amnesty.org/ailib/aipub/1999/ASA/31601299.htm>

<http://private.fuller.edu/~haymoo/karen.htm>

<http://www.soros.org/burma/CRISIS/>

EDITOR'S NOTE:

pollster
panel of inquiry
collusion
irrigate
desalination
drip irrigation
Karen
God's Army

NEWS CHRONICLE**Democracy in America: Education Reform**

1. Where is the Flower Valley Elementary School located? What problems exist at Flower Valley? Why is Flower Valley considered a "microcosm of what America is all about"? What steps is the principal of Flower Valley taking to improve the school?
2. Why is education important? Have students discuss the economic, political and social advantages that education can provide. What problems do children without access to education face?
3. What is character education? Discuss the differences between morals and values. Ask students: Why are morals and values important? How do people develop a sense of morality? Have students identify the different ways that morals and values are promoted by schools (i.e., through teaching, curriculum and administrative policies). Do you think schools should teach morality? Why or why not? If so, what moral lessons should schools teach?
4. Refer students to the websites below to learn more about the problems facing America's public schools, and the presidential candidates' positions on these problems. Have students create a chart that illustrates how the candidates stand on different educational issues, including school choice, character education and literacy. After students have reviewed the chart, ask: Which issues do you

think are the most important? Why? Do you think the candidates' stances on any of these issues will affect the success of their campaigns? Explain.

5. What problems exist in your school? What should be done to address these problems? Have students develop a questionnaire to assess how teachers, students and parents feel about the quality of education in your school. Instruct each student to have a teacher, a parent and a student each complete a questionnaire. Have students synthesize and analyze their findings. How should these problems be resolved? Who would be responsible for solving these problems? Which, if any, of the candidates' proposed educational reforms would meet your school's needs?

LINKS:

<http://www.cnn.com/ELECTION/2000/resources/where.they.stand/#education>

<http://algore2000.com/education/>

<http://www.georgewbush.com/issues.asp?FormMode=FullText&ID=2>

<http://www.edreform.com/>

http://www.usoe.k12.ut.us/curr/char_ed/fedproj/hist/teaching.htm

<http://www.character.org/>

EDITOR'S NOTE:

diversity

morality

character

educational system

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 6, 2000

Keep bringing the world to your classroom. Reenroll in CNN NEWSROOM. It's FREE. Call 1-800-344-6219. Or reenroll online at <http://turnerlearning.com>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40...02:10

Top Story ... 05:00...07:10

-The U.N. Millennium Summit begins.

-A new report criticizes five nations for severely violating religious freedom.

In the Headlines ... 02:40...09:50

Mideast leaders plan for a new round of peace talks.

DAILY DESK ... 00:30...10:20

Business Desk ... 02:30...12:50

Companies pull out all the stops to recruit college graduates.

WORLDVIEW ... 00:30...13:20

Culture Watch ... 03:25...16:45

Brussels hosts an international competition of the trading card game Magic.

Wild Kingdom ... 03:50...20:35

Teachers: This story contains subject matter that may be disturbing to some students. Please preview this segment. A new program attempts to stop the harvesting of bear bile in China.

Taking Care of Business ... 03:30...24:05

Independent Serbian publications are diminishing due to a lack of paper.

NEWS CHRONICLE ... 00:40...24:45

Millennium Summit ... 02:45...27:30

New York City prepares to host the U.N. Millennium Summit.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Millennium Summit

1. What is the United Nations? What is the purpose of the U.N. Millennium Summit? Who is Kofi Annan and what is his role in the summit? Why is this summit historically significant?
2. Why is Kofi Annan concerned about "the way history is developing"? Why is the U.N. establishing relationships with large corporations? Why do some people oppose the emerging U.N.-business connection? Do you think the U.N. should join forces with large corporations? Why or why not?
3. Why isn't North Korea participating in the summit? Do you think North Korea's refusal is politically significant? Explain. In your opinion, should the U.S. respond to this situation? If so, how?
4. What has been "the most notable encounter so far"? Why? What do you think President Mohammad Khatami meant when he asked that, "dominant civilizations not overlook traditional cultures"? Refer students to the websites below and to their texts to identify examples that illustrate President Khatami's position. What is the political significance of President Khatami's request? If you were a leader of a civilized nation how would you respond to President Khatami?
5. What issues would you consider most important for this summit to address? If necessary, refer your students to the websites below for related background information. Write your students' responses to this question on the board. Then, have each student select an issue from the list that he/she thinks is the most pressing global problem, and write a position paper that justifies his/her selection. Instruct students to substantiate their opinions with facts. After students share their papers, ask: Do you think the summit attendees will successfully address these global problems? Explain.
6. Why is religious freedom important? Why do you think the U.S. government is concerned about religious freedom in other countries? According to the new U.S. State Department report, which five nations are severely violating religious freedom? Of these five nations, why does China get the most attention?
7. What religions in China have recently been the targets of government crackdowns? Why? Do you think that a government should be allowed to repress a religious group because that group disagrees with governmental policies? Why or why not? If so, in what situations, and to what extent, should governments be allowed to restrict religious practices? Explain.
8. Ask students to determine for themselves whether freedom of religion exists in China, Burma, Sudan, Iraq and Iran. Divide your class into five groups. Have each group consult online and other resources to learn about the status of religious freedom in either China, Burma, Sudan, Iraq or Iran. After each group present its information, ask: If freedom of religion exists, why do many people outside of the country have the perception that it does not? If freedom of religion does not exist, why does the government suppress religious expression? What would have to occur for the people of the country to be able to enjoy freedom of religion?

LINKS:

<http://www.cnn.com/2000/US/09/05/millennium.summit.02/index.html>
<http://www.cnn.com/2000/WORLD/americas/09/04/un.summit.reut/index.html>
<http://www.un.org/millennium/summit.htm>
<http://www.cnn.com/2000/US/09/05/state.dept.religion/index.html>
<http://www.wcrp.org/profile/whois.html>
<http://secretary.state.gov/www/briefings/statements/2000/ps000901.html>
<http://www.china-embassy.org/issues/religion.htm>
<http://www.religioustolerance.org/welcome.htm#new>

In the Headlines: Mideast Peace Update

1. As a class, review the events that transpired at the Camp David Mideast peace talks in July. Were these talks successful? Explain. What is the status of these negotiations? Do you think a final treaty will be established by September 13, 2000? Why or why not?
2. What was the purpose of yesterday's meeting between Jordan's King Abdullah and Israel's Prime Minister Ehud Barak? How might the outcome of negotiations between Israel and Palestine impact peace in other areas of the Middle East?
3. Why is Jerusalem so important? What is the difference between Palestinian sovereignty and self rule of East Jerusalem? Why do you think the fate of Jerusalem is so difficult to decide?
4. Direct students to learn more about both sides of the debate issues by browsing websites listed below and other resources. Divide your class in half, with one section representing the Israelis and the other, the Palestinians. Hold a mock peace talk in which both sides debate the issues and determine a compromise. After the talk, discuss how each side came to a compromise and how students feel about the final determination. Then, direct students to monitor the news to see how their compromise compares to the final outcome of the peace talks.

LINKS:

http://cnn.com/WORLD/struggle_for_peace/

<http://www.cnn.com/interactive/specials/0007/mideast.related/frameset.exclude.html>

<http://www.cnn.com/2000/US/09/05/un.summit.names.reut/index.html>

<http://www.un.org/News/Press/docs/2000/20000901.pi1282.doc.html>

EDITOR'S NOTE:

epidemic
religious freedom
Falun Gong
Tibetan Buddhists
religious tolerance
Camp David
sovereignty
occupied territories

DAILY DESK

Business Desk: Selling the College Student

1. What were some of the starting salaries for college graduates in different majors this year? Are these salaries higher or lower than they were the previous year? What accounts for this trend?
2. According to the video, what are some companies doing to attract college graduates? Why are they having to resort to these measures? What does the phrase "tight labor market" mean? In spite of the current good economic times, why are some career planners advising caution? How could the labor market change?
3. The current unemployment rate in the U.S. is approximately 4%. Ask students what this statistic represents. Challenge students to find out what the local employment rate is. Generate a class discussion about the competition for qualified workers among businesses in your area. Direct students to consult business owners and managers to find out how their hiring practices change in good and bad economic times. Have students share their information. What "perks" are some businesses offering to attract the most promising workers? What do these businesses do when there is an ample supply of qualified workers? Discuss the economic factors that influence employment opportunities in your area.

LINKS:

<http://www.collegegrad.com/>
<http://www.collegehiring.com/>
<http://www.naceweb.org/press/display.cfm/2000/pr070700.htm>

EDITOR'S NOTE:

interns
stock options
recessive
stock market

WORLDVIEW**Culture Watch: Brussels Magic**

1. What is Magic: The Gathering? Who invented Magic and the concept of trading card games? How is Magic similar to football, soccer and Chess? What other trading card games have been developed since Magic?
2. Why do you think Magic and other trading card games are popular throughout the world? Do you play trading card games? If so, which games do you play? Why?
3. Refer your students to multimedia resources, including the second website below, to learn about the history of traditional games from around the world, such as Chess, Go, and Dominoes. Group students. Have each group prepare a presentation about a different game. Instruct each group to identify the origin of the game, how it is played, and whether or not it reflects aspects of a particular culture. If possible, have each group demonstrate how the game is played. Following the presentation, ask students which games they liked the most and why. Do students think these traditional games will be popular 20 years from now? Why or why not?

LINKS:

<http://www.wizards.com/Magic/Welcome.asp>
<http://web.ukonline.co.uk/james.masters/TraditionalGames/index.htm>

Wild Kingdom: China Bears

1. Why are Chinese black bears kept in farms? Why is bear bile a commodity? How does bile harvesting affect the bears? How many bears are being held in Chinese farms? What are the Chinese government and the Animals Asia Foundation doing to help these endangered black bears and to stop the harvesting of bear bile?
2. What is the "black market"? Why is it so difficult to control the black market for bear bile? Do you think compensating the bile farmers will stop bile harvesting and the black market trade of bear bile? Why or why not?
3. Point out to students that the Animals Asia Foundation needs to raise approximately three million U.S. dollars to purchase land and to care for the bears. Have groups of students conduct research to learn more about the black bear and its habitat, bear bile harvesting, the plight of the these bears, and the new bear sanctuary. Then as a class, instruct students to draw upon their research to make a video public service announcement to help the Animals Asia Foundation raise its funds. After students complete their video, ask: What, if anything, do you think governments should do to help save these bears, and to stop the black market trade of bear bile?

LINKS:

<http://www.animalsasia.org/>
<http://www.animalsasia.org/beInformed/cbRescue/cbp001.html>

Taking Care of Business: Serbian Paper Shortage

1. Have students share what they know about the conflict in Kosovo and the post-war status of Serbia. What is Serbia's form of government? Who are Serbia's political leaders?
2. What do you think are the differences between the state-owned and independently-owned newspapers in Serbia? Why has the number of independent Serbian publications diminished? Why might the Serbian government want to prevent independent newspapers from being published?
3. In the video, Dragan Vlahovic, editor of a Serbian independent newspaper, maintains that the inability of independent press to publish "is not about economic hardship, but about economic terrorism." What does Mr. Vlahovic mean? Do you agree with his assertion? Explain. In your opinion, should the international community respond to the situation in Serbia? Why or why not? If so, how?
4. Do you think freedom of the press is important? Explain. Refer students to the websites below, or to a local journalist, to identify examples of when freedom of the press has been contested in the U.S., or in another nation, during the last 50 years. For each example, have students address the following questions: What political issues were at stake? How did the government and its citizens respond to the situation? What ethical and legal principles were called into question? How was the situation resolved? To what extent do different types of governments regard and impact the freedom of the press?
5. Have students generate a list of different social, environmental, and political issues that are currently being addressed in the news. Group students. Have each group research how conservative and liberal publications report on an issue. If possible, for each article they find, have students identify the writer's background and the political orientation of the publication's readers. Is the article politically biased? If so, to what extent do these factors influence the views conveyed in the article? After groups present their findings, have the class consider whether or not it is important for governments to allow dissenting opinions to be published.

LINKS:

<http://cnn.com/SPECIALS/1998/10/kosovo/>
<http://www.gov.yu/>
<http://www.freespeech.org/ex-yupress/yuindpress.html>
<http://www.freespeech.org/ex-yupress/nin/ninindex.html>
<http://www.ifex.org/>

EDITOR'S NOTE:

Brussels
trading card games
bile
black market
China
Yugoslavia
freedom of the press

NEWS CHRONICLE

Millennium Summit

1. Where is the U.N. Millennium Summit taking place? How is the summit expected to affect New York City's infrastructure and its local citizens? Why is security a major concern? What steps are

New York City and U.N. officials taking to prepare for the summit?

2. How many protests are expected to occur during the U.N. Millennium Summit? Direct students to multimedia resources to create a list of the possible protest issues. How might protests impact the summit? Refer students to the last two websites below to review the protests that occurred last December at the World Trade Organization Conference in Seattle, and at the World Bank-IMF Conference in Washington, D.C. last April. Why were some demonstrators and police violent? Do you think violence is a natural byproduct of political conflict? Explain. After students share their findings, ask: What factors could impact the course and outcome of the protests that occur at the U.N. Millennium Summit? What will be the role of the New York City police during the summit? If demonstrations occur, how should the New York City police respond?

LINKS:

<http://www.ci.nyc.ny.us/>

<http://www.ci.nyc.ny.us/html/om/html/blueroom.html>

<http://www.cnn.com/2000/US/04/16/dc.protests.02/index.html>

<http://www.cnn.com/1999/US/12/01/wto.06/>

EDITOR'S NOTE:

United Nations
security
New York City
protests
diplomats

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 7, 2000

Learning Never Stops. Neither Does the News.... Reenroll in CNN NEWSROOM. It's FREE. Call 1-800-344-6219. Or reenroll online at <http://turnerlearning.com>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:35...01:55

Top Story ... 05:00...06:55

- Deaths in West Timor cast a shadow over the U.N. Millennium Summit.
- Demonstrators protest Fidel Castro's presence at the summit.

In the Headlines ... 02:10...09:05

The U.S. Congress admonishes Firestone and Ford.

DAILY DESK ... 00:30...09:35

Science Desk ... 02:35...12:10

New full body swimsuits could revolutionize the sport of swimming.

Science Desk Extra: Internet Expansion ... 02:00...14:10

The number of worldwide Internet users is dramatically increasing.

WORLDVIEW ... 00:30...14:40

Artistry in Action: Japan Puppet ... 03:40...18:20

Japanese puppet theater preserves the nation's classical culture.

Top Story ... 02:45...21:05

Olton King is rescuing hawksbill sea turtles on the island of Bequia.

Sports Page: Williams Sisters ... 03:20...24:25

Venus and Serena Williams are an inspiration to African American kids.

NEWS CHRONICLE ... 00:35...25:00

Impact of MADD ... 02:30...27:30

MADD calls for uniform nationwide drunken-driving standards.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Millennium Summit

1. What is the purpose of the U.N. Millennium Summit? Why is this summit historically significant? What are the major problems facing the U.N.? Do you think the recent tragedies in East Timor and Chechnya will affect the outcome of the summit? Explain.
2. According to President Clinton, the world is growing more interdependent. What do you think he means? Give an example that illustrates Mr. Clinton's assertion. What are the benefits and drawbacks of global interdependence?
3. What is the status of U.S.-Iran relations? Have students consult the last website below, and other resources, to learn about U.S. policy towards Iran and the rationale for that policy. Discuss what happened during the Iran hostage crisis and why the U.S. still suspects Iran of supporting terrorism. Have each student write a position paper advocating either continued economic and political sanctions against Iran, or a "thaw" in relations between the two countries.
4. Refer students to multimedia news sources to identify current global conflicts. List students' findings on the board. Divide your class into small groups. Have each group prepare a presentation about the history, status and impact of one of the conflicts. After students present their findings, ask: Why is it important to understand the triggers of global conflict? You may want to point out that triggers include economic disparity, environmental problems and political instability. Have students compare and contrast the triggers of the global conflicts. Are some triggers more common than others? If so, why?

Have each student write an essay that outlines an approach for resolving one of the global conflicts. Have each student identify which aspect of the conflict he/she would address first, and why.

5. Who is Fidel Castro? Why is his presence at the summit politically significant? What does he hope to achieve by participating in the U.N. Millennium Summit? Why is President Castro a focal point of dissension? Why do some individuals welcome his presence in the U.S.? What is your opinion of the situation?
6. What do your students know about the history of U.S.-Cuba relations? Have them work in groups to learn more about the political, historical and ideological differences that exist between the two countries. Have students share their findings and ask: What is the status of U.S.-Cuba relations? How did the Elian Gonzales case impact the relationship between these two nations? In your opinion, how might the U.S. and Cuba improve their relations? Do you think the U.S. should lift its food and medicine embargo against Cuba? Why or why not? Do you think President Castro's presence at the summit will affect the future of U.S.-Cuba relations? Explain.

LINKS:

<http://www.cnn.com/2000/US/09/06/millennium.summit.03/index.html>
<http://www.cnn.com/2000/US/09/06/millennium.summit.03/background.exclude.html>
<http://www.un.org/millennium/summit.htm>
<http://www.cnn.com/2000/US/09/05/bc.un.summit.castro.reut/index.html>
http://www.cubaweb.cu/cub_ing/
<http://www.closeup.org/cuba.htm>
http://live.looksmart.com/cgi-bin/view_a_question.cgi?qptr=qa_2000-05-15.dat:000190318

In the Headlines: Firestone Tire Recall

1. Why did Firestone voluntarily recall 6.5 million tires? To which types of vehicles does the tire

recall apply? Why did the U.S. Congress admonish Firestone, Ford and the National Highway Traffic Safety Administration? How might these agencies have handled the tire problem differently? What do you think Firestone and Ford stands to lose if they are found to be responsible for the accidents?

2. What is the U.S. government's role in consumer protection? Have students generate a list of consumer protection categories, such as food, health, product safety and transportation. Direct groups of students to the last two websites below to learn about U.S. government agencies that are involved in consumer protection. Challenge students to identify examples of both company-initiated and government-initiated product recalls. Why was the product recalled? How did the recall impact the company and consumers? After groups share their findings, have students compare the legal and ethical implications of company-initiated and government-initiated recalls. What is the best way for a company to deal with a defective, unsafe product?

LINKS:

http://www.cnn.com/cnnfn/2000/09/06/companies/bridgestone_ford/
http://cnnfn.cnn.com/2000/08/30/news/firestone_chronology/
<http://www.bridgestone-firestone.com/>
<http://www.ford.com/home.asp>
<http://www.nhtsa.dot.gov/>
<http://www.consumer.gov/>
<http://www.ftc.gov/ftc/consumer.htm>

EDITOR'S NOTE:

summit
 Iran
 interdependent
 photo opportunity
 missile defense
 embargo
 Fidel Castro
 rollover accidents

DAILY DESK

Science Desk: Olympic Swimsuit

1. How has the strategy of competitive swimmers changed recently in relation to their swimsuits? What do the new swimsuits look like? Who is manufacturing them? How does their cost compare to that of traditional swimsuits? What evidence is there to support the competitive advantage claims made by their manufacturers?
2. What competitive advantages do full body swimsuits offer? Why do some swimmers object to their use in Olympic competition? Why were their objections overruled? Do you think full body swimsuits should be allowed in competition? Explain. What role do you think technology should play in competitive sports? Do you agree or disagree with Speedo's claim that making the suits available to all swimmers makes their use "fair"? Explain.
3. The challenge in creating a full body swimsuit is to increase drag where the swimmer wants to catch the water (to propel himself/herself) and to decrease drag on the parts of the suit that are supposed to glide. Drag (resistance) on anything in water results from the "shear stress" on the surface of the object as water slips over it. Shear stress is a term used to describe the stress when things slip over one another; the greater the shear, the more an object trying to move through water is slowed down. Working in small groups, have your students investigate this concept by instructing them to do the following:
 1. Fill a rectangular container halfway with water.

2. Place a ball against one side of the container.
3. Lift the end of the container where the ball was resting two inches off the table.
4. Measure the time it takes for the ball to travel to the other side of the container.
5. Repeat the experiment using balls of approximately the same size, made out of differing substances.

Have groups display their findings, inferring when they believe the shear stress was higher and lower. Then have students apply what they learned to the video and discuss what other materials could be used that could reduce shear stress even more than materials like Lycra.

LINKS:

<http://www.sciencenet.org.uk/database/Physics/9812/p01303d.html>

<http://ctoserver.arc.nasa.gov/techopps/crystal.html>

http://www.processassociates.com/process/dimen/dn_rey.htm

<http://www.tuscaloosanews.com/sports/uofa/stories/000623sua1.html>

http://www.fina.org/press_010500_no47.html

Science Desk Extra: Internet Expansion

1. How many people are currently using the Internet? How many people are expected to be using the Internet five years from now? What is the current stage of the Internet's evolution? Why do you think computers and the Internet will become less expensive over time?
2. How is the Internet influencing the evolution of the global community? As a class, discuss how the Internet has impacted civilization. Direct students to consider the effects of the Internet on education, businesses, health and science. Then refer students to online resources to investigate the benefits and drawbacks of opening information markets in developing countries. Will opening these markets create opportunities, or will they increase the information gap between rich and poor countries?
3. Have students write science fiction stories that describe their visions of what the world would be if everyone had access to computers and the Internet. Instruct students to focus on one aspect of Internet use, such as education, science or business. After students have shared their stories with the class, have them discuss whether or not they think the Internet will enhance the evolution of mankind.

LINKS:

<http://lcweb.loc.gov/global/internet/inet-stats.html>

<http://www.usic.org/>

<http://www.undp.org/comm/>

<http://www.unrisd.org/infotech/index.htm>

EDITOR'S NOTE:

drag

swimming

Internet

World Wide Web

WORLDVIEW

Artistry in Action: Japan Puppet

1. What is the origin of Japanese puppet theater? How are Japanese puppets different from marionettes? What aspects of Japanese classical culture are presented through the puppet theater?

2. How and why is Japanese puppet theater changing? What is your opinion of these changes? Do you think they are necessary? Explain. Why do you think Japanese young people are less interested in puppetry?
3. In the video, puppet master Koryu Nishikawa states that, "like so many other ancient arts, Japanese puppetry is a victim of disappearing skills." Challenge students to identify other ancient arts that are disappearing. Ask: Why is this happening? Do you think it is important to preserve these ancient arts? Explain.
4. Group students and have each group prepare a presentation about the history and cultural significance of a traditional art form. Direct students to consider selecting a medium such as dance, music or textiles. The first website below should provide useful information. Have each group present examples of this art, and if possible, demonstrate how it is created and used.
5. Have groups of students investigate puppet traditions in different cultures. Have students compare and contrast their findings. Ask students: How is puppetry different from other performing arts, such as acting?
6. Invite students to create their own puppets and a puppet show. Direct them to the last two websites below for information about puppet design and construction. Have students write a short script for the puppet show and stage a performance for other classes in the school.

LINKS:

<http://arts.endow.gov/artforms/Folk/00folk.html>
<http://www3.ns.sympatico.ca/onstage/puppets/>
<http://www.sagecraft.com/puppetry/building/index.html>

Top Story: One World Habitat: Caribbean Turtle

1. Where is the island of Bequia located? Who is Olton King? What is Mr. King doing to help the hawksbill sea turtle? What inspired Mr. King to start saving the sea turtles?
2. What is extinction? Inform students that the hawksbill sea turtle is one of several sea turtle species that is in jeopardy of becoming extinct. Group students. Refer each group to multimedia resources, including the websites below, to prepare a presentation about a species of sea turtles, the factors that threaten its existence, and what is being done to save the species. Instruct each group to create a chart that depicts how the turtle's ecosystem would be affected if the species were to become extinct. After students present their findings, have them create posters to educate their peers about the plight of the world's sea turtles.

LINKS:

<http://www.cccturtle.org/>
<http://www.pacificwhale.org/childrens/fshawksbill.html>
<http://www.topia.com/hawksbill/hawksbill.htm>

Sports Page: Williams Sisters

1. Who are Lauren and Corey Burnett's heroes? How have Venus and Serena Williams impacted the sport of tennis? How are the Williams sisters different from their African American predecessors, Arthur Ashe and Althea Gibson? Why do you think the Williams sisters are able to inspire more African American kids to take up tennis?
2. Ask students: What obstacles prevent inner city kids from becoming professional tennis players? Do these obstacles apply to other sports? Explain. Does the high cost of sports training prevent kids in your community from pursuing sports? Why or why not? Divide your class into groups. Have each group research the equipment and training fees associated with a sport. What is the annual cost

for a child to participate in the sport? Which sports receive the most funding in your community? Why? After students present their information, ask: What could parents, businesses, sports organizations and other members of your community do to insure that all kids have equal access to sports?

3. Have groups of students use multimedia resources, including the websites below, to prepare presentations about athletes who broke down racial and gender barriers in sports, such as Jackie Robinson, Jesse Owens, Arthur Ashe, Billie Jean King, and Babe Didrickson Zaharias. Instruct students to identify how these individuals impacted their sports, as well as societal attitudes about race and gender.

LINKS:

<http://www.thewilliamssisters.com/>
http://sportsillustrated.cnn.com/golf/news/1999/12/02/didrikson_flashback/
<http://www.nara.gov/education/teaching/robinson/jrles1.html>
<http://www.ncaa.org/>
<http://www.wsf.org.uk/links.htm>

EDITOR'S NOTE:

cart dolls
 repertoire
 flamenco
 hawksbill sea turtle
 sanctuary

NEWS CHRONICLE

Impact of MADD

1. Discuss how Millie Webb's life was forever changed by a drunk driver. Who perished in this accident? What physical and emotional injuries did Ms. Webb sustain? How has Ms. Webb channeled her grief into positive action?
2. What is MADD? What uniform nationwide drunken-driving standards are being advocated by MADD? Refer students to online resources, including the third and fourth websites below, to learn about the effects of alcohol on driving, and the statistics related to drunk driving fatalities. After students present their findings, ask: Do you think drinking alcohol is a privilege or a right? Explain. What responsibilities are associated with drinking alcohol? Do you think it is important for the U.S. to have uniform nationwide drunken-driving standards? Why or why not? What is your opinion of MADD's proposed legislation? Do you think your nation's drunken-driving standards are too strict or too lenient? Explain.
3. Group students. Challenge each group to come up with one way to raise awareness about the dangers of drunk driving. Groups may choose to create posters, bumper stickers, perform skits, or design multimedia presentations as examples of activities designed to make others aware of this issue and its tragic impact. Invite students from other classes to participate in a Driving Under the Influence Awareness Exhibit in your classroom. Present awards to the most original and effective presentations.

LINKS:

<http://www.cnn.com/2000/US/09/06/madd.anniversary.01/index.html>
<http://www.madd.org/stats/default.shtml>
http://www.ovchin.uc.edu/~dpichome/fact_sheets/alcohol-n-D.html
<http://www.nts.gov/default.htm>
http://www.alcoholfreekids.com/Sandy_Golden.html
<http://www.nat-sadd.org>

EDITOR'S NOTE:

MADD

legislation

grass roots organization

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 8, 2000

Show your students how others have developed ideas, communicated and altered the course of history! Enroll now in TCM BY THE BOOK by faxing your name, school address, and phone number to TCM at (770) 739-7085.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:35...02:00

Top Story ... 07:30...09:30

- The U.N. seeks ways to improve its peacekeeping missions.
- Treaties are an important part of international relations.

DAILY DESK ... 00:30...10:00

Editor's Desk ... 02:30...12:30

Author Stephen King's newest work is being published in cyberspace.

WORLDVIEW ... 00:35...13:05

Culture Watch ... 03:30...16:35

In New York City, "co-op" boards are requesting dog interviews.

Wild Kingdom ... 02:25...19:00

The penguins of Robben Island are rescued after an oil spill.

Top Story ... 01:50...20:50

A tortilla factory opens in England.

Short Take ... 00:50...21:40

The world's largest and fastest roller coaster opens in Japan.

NEWS CHRONICLE ... 00:30...22:10

Our World ... 05:00...27:10

A U.S. summer camp unites kids from the Middle East.

Look Ahead ... 00:20...27:30

September 14: Still Coming to America

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Millennium Summit

1. What is the United Nations? What is the goal of the U.N. Millennium Summit? Why is this summit historically significant? What is the function of the U.N. Security Council? Why do you think U.N. workers and peacekeepers have been targets of violence?
2. What problems are preventing the U.N. Security Council from being effective peacekeepers? What peacekeeping reforms have been proposed by the U.N. Secretary-General? Why are some of these reforms controversial? Do you think these proposed reforms should be ratified? Why or why not?
3. Refer students to the first two websites below to learn more about U.N. peacekeeping operations and the role of U.N. peacekeeping forces. Do students agree or disagree with sending U.N. soldiers into conflict zones to keep peace? Why or why not? Have students consider the differences between sending U.N. peacekeeping troops versus national peacekeeping troops into conflict zones. How do students feel about military troops acting as peacekeepers?
4. What is a treaty? Why are treaties an important part of international relations? How many treaties are "in the care of the U.N."? Why are some treaties ineffective? What are "special international courts"? Why are they important? Which international treaties have the U.S. refused to sign? Why? Do you think the U.S. should sign these treaties? Explain.
5. What issues are addressed by treaties? Refer students to multimedia resources, including the websites below, to investigate different types of treaties, such as peace treaties, alliance treaties, and commercial (trade) treaties. Have students cite examples of how these treaties impact the lives of average people on a daily basis.
6. Why are some treaties more effective than others? Divide your class into two groups. Have each group conduct research to identify the basic elements and consequences of either the Versailles Treaty or the Geneva Conventions. Have students determine whether these treaties have achieved, or are achieving, their goals. Have students substantiate their opinions with historical fact or current events.

LINKS:

<http://www.cnn.com/2000/WORLD/europe/03/07/un.peacekeeping/index.html>
<http://www.un.org/peace/>
<http://www.lib.berkeley.edu/GSSI/trtygde.html#intlreaty>
<http://www.asociety.com/geneval.html>
<http://ac.acusd.edu/History/text/versaillestreaty/vercontents.html>

EDITOR'S NOTE:

international treaties
United Nations
ethnic cleansing
superpower

DAILY DESK

Editor's Desk: Stephen King Novel

1. Who is Stephen King? What kind of books does he write? Have you ever read a Stephen King book? If so, which one, and what did you think of it?

2. What is different about Stephen King's newest book? Why is one publishing industry monitor warning others not to make too much of this? How does Mr. King feel about his publisher? Will he publish future books in the more conventional manner? Why is "The Plant" important to the future of e-publishing? Does this signal a "deluge" of new online authors? Explain.
3. How is Stephen King earning income from his e-book? How much does it cost to download each installment? Under what condition would he discontinue working on it? The July 31st update on Stephen King's website indicates that over 76% of those who have downloaded "The Plant" have paid for it, one dollar per installment. Do you think this is a reasonable cost? Would you pay to download chapters of an author's book from the Internet? Why or why not?
4. Some analysts think that "The Plant" has only been successful online because its author is Stephen King. Others believe that this online work is a signal of things to come, and that the focus of publishing will soon change to the Internet. Ask students what they think. Then ask them to assume the second opinion is accurate, and that eventually almost all written publications will appear solely on the Internet, including newspapers, telephone books and the like. How might this change their world? Challenge each student to write a short story set in the future, in which the Internet has become the source of all written knowledge.

LINKS:

http://www.stephenking.com/sk1_073100.html

<http://www.publishers.org/home/stats/index.htm>

<http://www.cnn.com/2000/books/news/08/03/arts.king.reut/index.html>

EDITOR'S NOTE:

download
publisher
opus
e-book

WORLDVIEW

Culture Watch: Co-Op Dogs

1. What is a "cooperative" (co-op)? How are co-ops different from other forms of domestic real estate? Describe the climate of the real estate market in New York City. Why do you think the cost of housing in New York City is so expensive? Based upon the video, what general assumptions can you make about the culture of New York City?
2. Why are some co-op boards requesting interviews with tenant applicants' dogs? What is your opinion of this practice? What steps have dog owners taken to help their dogs pass the interviews? What do these actions reveal about how dog owners feel about their dogs? What "dog rules" have some co-ops imposed? Do you think co-ops should be allowed to impose these rules? Why or why not?
3. Use this video to teach your class about the different types of domestic real estate options. Divide your class into three groups to research the benefits and drawbacks of owning either a condominium, house, or a co-op. Instruct groups to consult the Internet and to interview local real estate professionals for background information, and to learn about the factors that impact the availability and prices of each type of dwelling in your community. Have groups share their findings and discuss.

LINKS:

<http://www.cnyc.com/>
<http://www.cnyc.com/code/links.html>

Wild Kingdom: Robben Island Penguins

1. Where is Robben Island located? What percentage of the world's penguin population lives on Robben Island? Why were the lives of these penguins in jeopardy? What measures have been taken to save these penguins? Do you think these efforts will be successful? Why or why not?
2. Have students refer to the websites listed below to learn more about penguins. Divide your class into four groups to research how either mammals, birds, fish or humans threaten the penguins' survival. Have groups present their findings. Next, instruct each group to strategize ways that the international community can intervene to protect endangered penguins. Have each group share its ideas and discuss.

EXTENSION: Divide your class into two groups. Have one group research oil spills that have occurred in the past 15 years and the damage caused by these disasters, including the impact that these spills had on the marine ecosystems. Instruct the other group to conduct research to learn about the modern science of oil spill prevention and cleanup. The last three websites should provide useful information. Direct each group to make a formal presentation of its findings.

LINKS:

<http://www.robber-island.org.za/natural.htm>
<http://www.africanwildlife.org/Samples/penguins.html>
http://ourworld.compuserve.com/homepages/Peter_and_Barbara_Barham/danger.htm
<http://www.stemnet.nf.ca/CITE/penguins.htm>
<http://www.api.org/oilspills/>
<http://www.globalspill.com.au/>
<http://www.etcentre.org/cgi-win/Tanker.cgi.exe?Path=\\Website\\river\\>

Top Story: Business Brief: Tortilla Factory

1. What is a tortilla? Of what nation is the tortilla the national bread? How many tortillas are produced an hour at the England-based manufacturing plant? What other types of breads is the Gruma corporation planning to produce for European distribution?
2. How are tortillas different from other national breads? Are you surprised that tortillas are becoming popular in England? Why or why not? What factors have enabled the international distribution of national foods?
3. What international foods are popular in your country? Write students' answers on the board. Next, as a class, have students consider how and why these foods have become popular. Then challenge students to assume the roles of cultural anthropologists, and investigate the origin of these foods and what each food reveals about its country of origin. Have students consider each country's climate, culture, lifestyle, and natural resources. Have students share their findings and discuss.
4. If tortillas are available in your community, challenge small groups of students to create their own recipes for a tortilla wrap. Have students prepare their recipes and conduct a tortilla tasting. Compile the students' recipes and make them available to other students at their school.

LINKS:

<http://www.cnn.com/2000/FOOD/news/08/09/tortilla.factory/index.html>
<http://www.cnn.com/HEALTH/9605/09/bean.rollups/index.html>
<http://www.missionfoodsfc.com/>

EDITOR'S NOTE:

co-op
New York City
Robben Island
penguins
manufacturing
England
food

NEWS CHRONICLE

Our World: Seeds of Peace

1. What is the mission of the Seeds of Peace Summer Camp? Who started the camp? How long has the camp been in operation? Why do you think the camp has been so successful? Can you think of other applications for this model of conflict resolution? Explain.
2. Which nations send kids to the Seeds of Peace Summer Camp? How has violence in the Middle East physically and psychologically affected the campers? What type of adjustments do some campers have to make when they arrive at the camp?
3. Direct students to multimedia resources to create a timeline that depicts the events that brought about the creation of Israel, and the ensuing conflicts in the Middle East. Have students list the different Middle East issues and categorize them by level of importance. Which issue should be addressed first and why?
4. Have students work in groups to research the current status of the Middle East peace process. Instruct students to identify the issues and interests that are complicating the Middle East peace process. After students share their findings, have your class debate whether or not peace can be achieved in the Middle East.
5. We learn in the video that the Seeds of Peace Summer Camp is trying to change the landscape of conflict by teaching teenagers to develop trust and empathy for one another. Why are trust and empathy important to the peace process? Give an example of how these skills are being taught at the camp. Then as a class, discuss the benefits of resolving conflicts peacefully. How might these campers use the knowledge and experience acquired at the Seeds of Peace camp to improve relations in the Middle East?
6. One of the goals of the camp is to break down stereotypes. Why do you think this is important? Challenge students to consider the negative effects of stereotyping for both its victims and those who practice it. Working in small groups, have students research ethnic stereotyping and its role in global conflicts. Direct students to examine the way different ethnic groups have been portrayed in the media and in wartime propaganda. Have groups share their information and discuss ways to prevent stereotyping from occurring.
7. Divide your class into small groups, and have each group represent one of the Middle East nations. Ask each group to devise a "camp activity" aimed at eliciting empathy and understanding from other campers about the nation's political views, and how its citizens have been affected by regional conflict. Each group should make a presentation in which they guide the rest of the class through the activity. What are the similarities and differences between the nation's experiences? Encourage students to evaluate the effectiveness of the activity.

LINKS:

<http://www.seedsofpeace.org/>
http://cnn.com/WORLD/struggle_for_peace/
<http://www.cnn.com/interactive/specials/0007/mideast.related/frameset.exclude.html>
<http://www.cnn.com/2000/US/09/05/un.summit.names.reut/index.html>
<http://www.un.org/News/Press/docs/2000/20000901.pi1282.doc.html>

<http://www.pitt.edu/~ian/resource/conflict.htm>

EDITOR'S NOTE:

Middle East
peace process
empathy
conflict resolution

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 11, 2000

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45...02:20

Top Story ... 05:00...07:20

- OPEC will increase its oil production in an effort to ease high prices.
- It could take months for consumers to feel the effects of OPEC's action.

Space is the Place ... 04:00...11:20

- The shuttle Atlantis hooks up with the ISS.
- Shuttle astronauts train extensively for docking.

DAILY DESK ... 00:50...12:10

Environment Desk ... 02:15...14:25

Scientists resort to a natural predator to control fire ant populations.

WORLDVIEW ... 00:35...15:00

Palestinian Statehood ... 01:40...16:40

The Palestinian Council postpones its declaration of an independent state.

Political Front ... 07:30...24:10

CNN's Christiane Amanpour interviews Yasser Arafat and Ehud Barak.

NEWS CHRONICLE ... 00:25...24:35

VMI Women ... 02:25...27:00

VMI's first women cadets are now seniors.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: OPEC

1. What is OPEC? What "message" did OPEC members send with their decision to increase oil production? Why was their decision to increase production not an easy one to make? Who is putting pressure on OPEC to increase production? What is a recession? How might continuously high oil prices trigger a worldwide recession? What effect could that have on demand for oil? Do you think a recession would force people to consume less oil and gas? State your rationale. Why are some in Europe protesting? Who do they believe is behind the high price of gas? Why?
2. How has the price of gas per gallon changed in the U.S. over the past year? In spite of this increase, why has there been little political fallout over the high price of gas? What is the U.S. government predicting about the price and supply of heating oil this winter? What is the Clinton Administration likely to do to prevent any consumer discontent over oil prices and supply as Election Day approaches?
3. What factors have an impact, either directly or indirectly, on the price of gasoline at the pump? Divide the class into groups. Have each group select one of the following factors and research its connection to the current price of gasoline in the U.S.:
 - o the popularity of trucks and SUV's among consumers
 - o OPEC oil production
 - o the strong U.S. economy
 - o the recent busy summer travel season
 - o gasoline taxes
 - o the U.S. election.

Have each group present an explanation of how its factor is related to the current price of gas in the U.S. Discuss the interrelationship among supply, consumer preference, economic conditions and timing as they apply to the cost of gas. Challenge students to predict what the price of gas will be by the first of next year, and ask them to explain their answers.

LINKS:

<http://www.cnn.com/2000/WORLD/europe/09/10/austria.opec.02/index.html>

<http://www.opec.org/193.81.181.14/Default.htm>

<http://www.opec.org/193.81.181.14/xxx1/WebUpdateFiles/Text.htm>

<http://www.cnn.com/2000/WORLD/europe/09/07/france.fuel.03/index.html>

<http://www.oilprices.com/>

Space is the Place: Atlantis Mission

1. What is the mission of this flight of the space shuttle Atlantis? What is the ISS? When are the first inhabitants of the International Space Station expected to arrive?
2. How did the shuttle astronauts prepare for the docking of their ship with the ISS? Who is the commander of this mission? How does he describe the docking operation? Why do you think he refers to it as "delicate"? How much time has the crew spent preparing for this docking? Why do you think the engineers create different kinds of problems throughout the simulations?
3. What is a simulator? Ask your students if they have ever trained in a simulator, or played on software designed to simulate operations such as flying or driving. How close do they think their experience came to the real thing? Discuss the benefits and limitations of simulation training for drivers, pilots, and the shuttle astronauts.

LINKS:

<http://www.cnn.com/2000/TECH/space/09/10/space.shuttle.01/index.html>

<http://spaceflight.nasa.gov/index-m.html>

<http://science.ksc.nasa.gov/shuttle/resources/orbiters/atlantis.html>

EDITOR'S NOTE:

Saudi Arabia

European Union
world recession
OPEC
crude oil
cartel

DAILY DESK

Environment Desk: Fire Ants

1. What insect species is responsible for causing the near extinction of black capped vireos in Texas? What is the origin of these insects? What other problems have these insects caused? What has been done to bring this runaway insect population under control?
2. How are fire ants kept under control in South America? Describe the phorid fly's growth cycle. How many phorid flies have been released in Texas? What impact have they had so far? How do you think South American fire ants ended up in Texas? Do you think releasing phorid flies is an adequate solution for protecting people and property? Explain. What are the advantages and disadvantages of using natural predators, as opposed to using chemical insecticides, to control invading species? What do you think will happen to the phorid flies once there are fewer fire ants in which to lay their eggs?
3. Predator reintroduction has become a popular method of pest control over the last 20 years. Have your students investigate other cases where natural predators have been introduced to control invading insect or animal populations. Working in small groups, have students find out:
 - What was the invading species and from where did it originate?
 - What predator was introduced?
 - How did the predator impact the pest population?
 - What happened to the predator once pest populations were diminished?
 - Does this case support or refute the use of natural predators to control invading species?Instruct groups to share their work and discuss the ethics involved in manipulating nature to promote and decrease specific populations. Then have students brainstorm a list of controls that could be put in place to prevent a species like fire ants from taking a foothold in other places.

LINKS:

<http://fireant.tamu.edu/materials/factsheets/fapfs009.htm>
<http://www.pestproducts.com/phoridfly.htm>
<http://www.usda.ufl.edu/ifahi/ifa-photogalleryindex.html>
<http://www.inetport.com/~texasbot/fireants.htm>

EDITOR'S NOTE:

biological control
vireos
phorid flies
larvae
pupate

WORLDVIEW

Palestinian Statehood

1. What important decision has the Palestinian Central Council made regarding statehood for its people? When will the Council meet again to consider the issue? What will Palestinian officials be doing in the meantime? How is Israel reacting to the postponement of the declaration of statehood?

Why do you think the Palestinians decided to postpone their declaration of sovereignty?

LINKS:

<http://www.cnn.com/2000/WORLD/meast/09/10/mideast.peace.01/index.html>

Political Front: Arafat/Barak Interviews

1. Who is Yasser Arafat? Who is Ehud Barak? Does Palestinian Authority President Arafat believe that Prime Minister Barak has gone further than any other Israeli prime minister in pursuing peace? Explain. How have his concessions toward peace impacted Mr. Barak's political standing at home? How does Mr. Arafat feel about his demands of the Israeli leader? What is "shared sovereignty"? Would Mr. Arafat accept shared sovereignty over Jerusalem? Explain.
2. How did Prime Minister Barak react to President Arafat's view of the steps he has taken toward peace? According to Mr. Barak, why shouldn't Mr. Arafat hold out for more concessions? Explain why time is of the essence in this situation. Why is Yasser Arafat worried about moving too quickly towards peace? What does Ehud Barak think of these threats? Mr. Barak speaks of decisions that are "courageous and painful" in the pursuit of peace. What do you think he means?
3. At home and abroad, Israeli Prime Minister Ehud Barak has been criticized for his philosophy of "land for peace" with the Palestinians. Palestinian President Yasser Arafat has also been criticized by Israel and others for a lack of control over Palestinian extremists accused of launching terrorist attacks against Israelis. Ask students to consider how the peace process has also become a test of credibility for both of these leaders. Generate a class discussion about the huge sacrifices that will have to be made by each if a lasting peace is to be achieved. What are the possible political repercussions in both Israel and Palestine if their efforts are unsuccessful in the long-run? Are there any possible political consequences for U.S. President Clinton? Discuss.
4. Have students work in groups to research the history of the peace talks between Israel and Palestine. Students can use the following questions to guide their research:
 - o How many summits have been held?
 - o Who have been the key players?
 - o What are the main issues?
 - o What is the political significance of the West Bank?
 - o What offers and concessions have the Israelis and the Palestinians each brought to the negotiating table?
 - o What promises have been made?
 - o Which promises have been kept?
 - o What obstacles have negotiators faced throughout the peace negotiations?Instruct students to refer to their research to create editorial cartoons that illustrate their views of the peace process.

LINKS:

http://www.state.gov/www/regions/nea/peace_process.html

<http://www.pna.net/>

<http://www.nedernet.nl/~likoed/govern.html>

EDITOR'S NOTE:

Palestinians
sovereignty
Yasser Arafat
Ehud Barak

NEWS CHRONICLE

VMI Women

1. What kind of school is VMI? Where is it located? For how long was the Institute all-male? When were women first admitted? Why did many once argue that the Institute was not suitable for women? What was the decision of the U.S. Supreme Court?
2. What alternative did VMI consider to circumvent the Supreme Court's ruling? What changes did the school "agonize over" instead? Why do some still lament the passing of single-sex education at the Institute? Who is Erin Claunch? What does she think about the admission of women to VMI? How has her admission provided her with an opportunity she might otherwise not have had?
3. In the video we learn that VMI officials considered making the school a private one in order to avoid admitting women. Would you have pursued this option, or supported the Supreme Court's decision to allow women to apply for admission? Explain. Do you think that state-supported institutions should have the right to determine who can apply, using gender as a criterion for admission? State your rationale.

LINKS:

<http://www.vmi.edu/>

<http://www.roanoke.com/roatimes/vmi/vmi.html>

<http://www.lib.muohio.edu/inet/subj/military/militarywomen.html>

EDITOR'S NOTE:

Virginia Military Institute
cadets
"rat"
Supreme Court

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 12, 2000

Teachers: Due to technical problems, today's program is not closed-captioned. We apologize for any inconvenience as a result.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:20...01:45

Top Story ... 04:15...06:00

- The FTC accuses Hollywood of marketing violence to children.
- Does violence in the media influence young people?

In the Headlines ... 02:15...08:15

Oil stocks hit a ten-year high on Wall Street.

DAILY DESK ... 00:35...08:50

Health Desk ... 02:30...11:20

A new program lets disabled kids experience the joy of physical activity.

WORLDVIEW ... 00:25...11:45

Artistry in Action: "Stolen" ... 04:05...15:50

A play tells the story of Australia's "stolen generation."

Wild Kingdom ... 03:05...18:55

Operation Western Shield protects native Australian species from predators.

Inside Europe ... 02:10...21:05

Great Britain's government issues a controversial report on mobile phone safety.

Turner Website Information ... 00:45...21:50

Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:35...22:25

Democracy in America ... 04:35...27:00

The town of Danville is caught up in the debate over debates.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Violence in Entertainment

1. What was the finding of the Federal Trade Commission in its report on violence in entertainment? Why do critics of the entertainment industry point to movies like "Scream" to illustrate their displeasure with the industry? According to the FTC, to whom are movies like "Scream" being marketed? Do you agree or disagree with this assertion? Explain.
2. Why is violence in entertainment an especially volatile issue this year? Which political leader and presidential candidate tried to make it an issue in 1995? Of what political party is he a member? Why do you think the issue is a "bipartisan" one this year? How might the First Amendment to the U.S. Constitution block many efforts to legislate the behavior of the entertainment industry?
3. What is the purpose of movie, music and video game ratings? Which retailers have announced plans to stop selling violent video games to children? According to some of the opinions expressed in the video, do violent images promote violent behavior in children? Do you agree with any of the views you heard in the video? Explain.
4. Ask students whether they believe violence in the media, whether on television, in movies or music, or in video games, directly impacts youth. Then ask them to consider (regardless of their views) whether access to violent media for young people should be regulated, and if so, by whom. If so, should the entertainment industry be self-regulating, or should the government legislate the industry's practices? Divide the class into groups and have each group discuss both sides of this issue. Then have each group conduct research into both presidential candidates' views of the role of government and draft a policy statement for either Democrat Al Gore or Republican George W. Bush on this issue, consistent with that candidate's philosophy on the role of government in citizens' lives.

LINKS:

<http://www.cnn.com/2000/US/09/11/entertain.report.02/index.html>

<http://www.ftc.gov/>

<http://www.mpaa.org/>

<http://www.idsa.com/>

In the Headlines: Oil, Day 2

1. How was the OPEC increase in oil production supposed to affect oil stocks? What happened to the prices of oil stocks instead? Why did this occur?
2. What happened to the price of oil per barrel yesterday? What is the current price of a barrel of oil? What is volatility? Why do some analysts expect volatility in the oil market in the near future? How could this affect the price of oil per barrel? How could increased oil prices, along with increasing supply, affect consumers this winter?
3. How would increasing oil prices affect other sectors of the U.S. economy? Inform your students that some airlines, for example, have already imposed a \$20 ticket surcharge to attempt to recoup higher fuel prices. What other effects could rising oil prices have? Working in small groups, have students create flow charts or other diagrams illustrating cause and effect relationships between higher oil prices and consequences in the economy. Direct groups to consider areas such as transportation, commerce (even e-commerce, which relies on shipping) and government services. Have each group present its diagram and discuss the ripple effects of spiraling oil prices.

LINKS:

http://cnnfn.cnn.com/2000/09/11/markets/markets_newyork/

<http://www.investorwords.com/>

<http://www.opec.org/>

EDITOR'S NOTE:

Federal Trade Commission
bipartisan
Bob Dole
First Amendment
"thought police"
OPEC
volatility
oil stocks

DAILY DESK**Health Desk: Achilles Kids**

1. What is the Achilles Kids program? How do program participants physically and psychologically benefit from the program? Why is family participation an "important developmental tool"? What are the similarities and differences between Achilles Kids and sports programs that are for non-disabled kids?
2. What is a disability? Point out to students that disabilities are quite common. Refer students to the websites below to create a list of common disabilities, including visual impairment, stroke, cerebral palsy, paraplegia, arthritis, amputation, multiple sclerosis, cystic fibrosis, epilepsy, Down syndrome, cancer, and traumatic head injury. Pair students. Have each pair prepare a presentation about one of the disabilities. Ask students to research the origin and incidence of the disability, and its impact on both the disabled person and his/her family and loved ones. Have students share their information and discuss.
3. What is segregation? In the video, Marylyn Moffat asserts that, "We segregated out those with handicap and disabling conditions in our society for too long, and the earlier we integrate youngsters into every facet of our society, the easier it is for them to compete." What do you think Ms. Moffat means? Refer students to online and other resources to identify current and historical examples that substantiate Ms. Moffat's assertion. Then ask students: What are the negative effects of segregation? What can be done to prevent the disabled, and other groups of people, from being segregated?
4. Physical activity, such as running and walking, is beneficial to most people. Divide your class into groups and have each group research the benefits of physical activity for a different group of people, such as the aging, the physically challenged, and young children. Have each group report on its findings and define the prescribed limits of that activity, as well as its benefits, for that particular kind of person.

LINKS:

http://www.achillestrackclub.org/who/programs_kids.html
<http://www.achillestrackclub.org/links/index.html>
<http://www.kidsource.com/kidsource/pages/dis.physical.html>
<http://babyparenting.about.com/library/weekly/aa050297.htm>
<http://babyparenting.about.com/parenting/babyparenting/library/weekly/bldisable2.htm?iam=mt&terms=>
<http://www.specialolympics.org/>

EDITOR'S NOTE:

Down syndrome
mainstream
multiple sclerosis

WORLDVIEW

Artistry in Action: "Stolen"

1. Who is Australia's "stolen generation"? How does the play "Stolen" attempt to tell their story? Who wrote the script for this play? How did she get the job?
2. When did "Stolen" make its debut? Why do you think it took so long for this play to make it to the stage? How was "Stolen" received by audiences in Australia and abroad? Why do you think this subject is a controversial one for Australians? Do you think artists' interpretations of this subject, like the play "Stolen," serve to further fuel this controversy or help to heal national wounds? Explain.
3. Three years ago, an Australian Human Rights Commission report denounced the government's practice of forced separation and assimilation as a form of genocide, and stated that surviving victims should be compensated. Since then, the issue of an apology and compensation for the stolen generation has become an especially heated issue for Australians. Direct students, working in groups, to research the facts and opinions behind this issue and share their findings. Then have each student write an opinion paper in response to this question: Should Australia's government issue a public apology and compensate the survivors of the stolen generation?

LINKS:

<http://apology.west.net.au/>

<http://www.aph.gov.au/senate/committee/ADVERT/stolen.htm>

<http://www.austlii.edu.au/au/special/rsjproject/rsjlibrary/hreoc/stolen/>

http://news.bbc.co.uk/1/hi/english/world/asia-pacific/newsid_288000/288235.stm

Wild Kingdom: Australian Species

1. What is Operation Western Shield? Who are the enemies in this battle? How did the feral cat and fox species come to Australia? What kind of damage have they done to other species? How is Operation Western Shield fighting back? Why is this effort somewhat controversial?
2. From where is the poison used to kill feral cats and foxes derived? Why aren't native animal species falling victim to this poison? Contrast this approach to what is being done to save one species in Africa, according to a senior environmental officer. Which approach do you think is preferable? Why?
3. Point out to students that Operation Western Shield uses biological means to combat a biological problem, that is, overpopulation of a predator species. Have students work in groups to find other examples of biological solutions to species endangerment. Besides humans killing the predators, what other approaches are being used to control species populations? Have groups share their examples. Within the next three years, Australian conservation officials hope to take 13 additional species off their endangered list. Do students think this is a realistic goal? Discuss the effectiveness of biological responses to endangered species.

LINKS:

<http://www.acfonline.org.au/>

http://www2.deakin.edu.au/aqua_sci/threatsp/fauna.html

<http://www.calm.wa.gov.au/schools/overview.html>

Inside Europe: Britain Mobile Phone Safety

1. What is the conclusion of the recently-released report by UK Telecoms? How does this conclusion conflict with that of a report by the UK Consumers Association? Why is the consumer group questioning the results of the UK Telecoms report? What impact do you think this disagreement is likely to have on consumers who use mobile phones? Why?
2. According to the U.S. Food and Drug Administration's Consumer Update on Mobile Phones, these phones emit low levels of radiofrequency energy (RF), but "it is not known whether, to what extent, or through what mechanism, lower levels of RF might cause adverse health effects as well." What should consumers believe? Have students gather information on the dangers, real or hypothetical, of mobile phone use. Share student findings and discuss. Is the evidence conclusive? What do students think about mobile phone use? Do they feel it presents health hazards?

EXTENSION: If students conducted their research on the Internet, no doubt they saw many products advertised that claim to reduce the radiation emitted from mobile phones. Challenge students to consult scientists from local universities and laboratories and medical professionals to get opinions on whether these devices are beneficial. Conclude by having students share their findings and indicate whether they would purchase one of these products if they were concerned about mobile phone radiation.

LINKS:

<http://www.globalchange.com/radiation2.htm>

<http://www.fda.gov/cdrh/ocd/mobilphone.html>

<http://cellphones.about.com/gadgets/cellphones/msubphoneradiation.htm?iam=dpile&terms=mobile+pho>

EDITOR'S NOTE:

aboriginal

"stolen generation"

predators

bilbees

radiation

mobile phones

NEWS CHRONICLE

Democracy in America: Small Town Debate

1. Where is Danville located? What significant events have taken place there? What significant event would the town like to host? When would this debate occur, and who would be participating? How would the event be historic?
2. How are the townspeople getting involved in pre-debate preparations? Why did the president of Centre College help lead the charge to get the debate in his town? What facilities are available for the debate? What role did schoolchildren, business leaders and the townspeople play in getting the Presidential Commission to choose their town? Why are they now worried about the debate not taking place?
3. Has your community ever hosted a major political event, such as a convention or a debate? If so, how did the event affect your area? Were there economic, political or social benefits or downsides to the event? Explain. If your community has not hosted such an event, would your local infrastructure be able to support an influx of visitors, political leaders and the media if it were selected as a debate or convention host? Explain. Do you think the people in your community would support such an event, the way the people of Danville are supporting "their" debate? Why or why not?
4. One reason the people of Danville are nervous is that the presidential candidates have not actually finalized their debate plans. They are still arguing over the format for each debate. Invite your

students to examine presidential (and vice presidential) debates of the past to learn more about the participants and format of each. Divide the class into groups, and direct each group to research one debate in U.S. presidential history. Have each group present its information, including the debate's participants, format, and its most memorable quote(s). Conclude with a class discussion about the possible vice presidential debate in Danville. Would students like to see it happen? If so, under what format?

LINKS:

<http://www.debates.org/>

<http://www.annenberg.nwu.edu/pubs/debate/debate03.htm>

<http://www.debates.org/pages/debhis.html>

EDITOR'S NOTE:

National Commission on Debates
commonwealth
amenities
Danville, Kentucky

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 13, 2000

Keep bringing the world to your classroom. Reenroll in CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:30...01:40

Top Story ... 04:20...06:00

Bridgestone/Firestone Inc. and Ford Motor Co. blame each other during congressional hearings.

In the Headlines ... 02:05...08:05

California expands its college scholarship program.

DAILY DESK ... 00:30...08:35

Business Desk ... 02:30...11:05

Business owners and managers from all fields face the same worries.

WORLDVIEW ... 00:30...11:35

Communication Transformation: Olympic Discrimination ... 02:40...14:15

A blind man accuses the Sydney Organizing Committee of the Olympic Games of discrimination.

Sports Page: East Timor Olympians ... 03:00...17:15

East Timor's athletes look forward to facing Indonesia's competitors at the Olympics.

Information Please ... 04:35...21:50

-The Sydney Olympics have been billed as the "Green Games."

-The Olympics have a rich and symbolic history.

Check it Out ... 02:00...23:50

British balloonists attempt to break a world record.

NEWS CHRONICLE ... 00:30...24:20

Slave Trade ... 03:10...27:30

An American historian compiles the largest database on African slavery.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Firestone Tire Recall

1. Why has Bridgestone/Firestone Inc. voluntarily recalled 6.5 million tires? What is the purpose of the Bridgestone/Firestone Inc.-Ford Motor Company congressional hearings? What is the current status of these hearings? What do you think these companies stand to lose if they are found to be responsible for the accidents?
2. Ask students to describe the relationship between the Ford Motor Co. and Bridgestone/Firestone Inc. Then, refer students to the first two websites below to examine how the investigation has impacted their relationship and the price of their stocks. What might cause the value of these stocks to fluctuate? How might the outcome of this case affect these companies' shareholders? How might this case affect the competitors of these companies?
3. Who is Jac Nasser? What are his responsibilities as CEO of the Ford Motor Co.? How would you describe his leadership style? How might his actions during the congressional hearings affect the sales of Ford Motor Co.'s products and the value of the company's stock? In your opinion, what can Mr. Nasser do to strengthen public confidence in the Ford Motor Co.?
4. What is the U.S. government's role in this case? In what other ways is the U.S. government involved in consumer protection? Have students generate a list of consumer protection categories, such as food, health, product safety and transportation. Direct groups of students to the last two websites below to learn about U.S. government agencies that are involved in consumer protection. Challenge students to identify examples of both company-initiated and government-initiated product recalls. Why was the product recalled? How did the recall impact the company and consumers? After groups share their findings, have students compare the legal and ethical implications of company-initiated and government-initiated recalls. What is the best way for a company to deal with a defective, unsafe product?

LINKS:

http://cnnfn.cnn.com/2000/09/12/companies/firestone_ford/
http://cnnfn.cnn.com/2000/08/30/news/firestone_chronology/
http://www.businessweek.com/1999/99_41/b3650012.htm
<http://www.bridgestone-firestone.com/>
<http://www.ford.com/home.asp>
<http://www.nhtsa.dot.gov/>

In the Headlines: Tuition Help

1. Why is California's new state scholarship program unique? How is the scholarship program being funded? Who will benefit from the new program? Do you think the state scholarship program is a good use of California's \$12 billion budget surplus? Why or why not?
2. How much do you think it costs to go to college? Refer students to online and library resources to investigate the annual costs of attending different private and public four-year post-secondary educational institutions. Why do you think college costs are so high? Do you think these fees are reasonable? Why or why not?
3. How do your state's financial aid programs compare to California's scholarship program? Have students interview guidance counselors and consult other resources to learn about the college financial assistance that is available to students in your community. If your state has a pre-payment tuition plan or scholarship plan, have a group of students find out more about these plans. Then assist the class in using the information gathered to create a website with links to resources about financial aid for college-bound students.

LINKS:

<http://www.cnn.com/2000/US/09/09/california.scholarships.ap/index.html>
<http://www.cnn.com/2000/US/02/09/college.costs/>
<http://www.csac.ca.gov/>
<http://www.aacu-edu.org/>
<http://www.finaid.org/>

EDITOR'S NOTE:

claims data
subpoena
Jac Nasser
CEO
scholarship
college
California

DAILY DESK

Business Desk: Executive Headaches

1. What worries do the deli owner, the telecommunications firm executive, and the stock broker all share? According to a new study by the University of Michigan, what is the number one executive headache? What other concerns do business owners and executives share?
2. What are managers doing to hold on to good employees? What does Ari Weinzwieg believe is the key to keeping good workers? What do you think he means when he talks about "treating the staff as if they were volunteers"?
3. Point out to students that the August unemployment rate in the U.S. was 4.1%. In class discussion, analyze the meaning and significance of this statistic. Generate a discussion about supply and demand and how it applies to qualified workers. How does a low unemployment rate transfer to the "number one headache" for business executives? Discuss.
4. Divide the class into small groups. Have each group interview a local business owner or manager to find out the "top five" business worries on his/her list. Direct groups to find out how the businesspeople deal with these concerns. Reconvene the class and have each group share its findings. How do local business owners' and managers' headaches compare to those cited in the University of Michigan study? If economic conditions were to change, would local executive headaches be any different? Why?

LINKS:

<http://www.bls.gov/eag/eag.us.htm>
<http://209.241.14.8/fmpro?-db=homepage.fp5&-format=indexscream.htm&homepage=yes&-find>
<http://www.cc2.edu/dccenter/sba/index.html>

EDITOR'S NOTE:

purveyor
stock brokerage
strategic planning
high performance climate

WORLDVIEW

Communication Transformation: Olympic Discrimination

1. Why did Bruce Maguire seek the assistance of the Australian Human Rights Commission? What were the commission's rulings? How did the Sydney Organizing Committee for the Olympic Games (SOCOG) respond to these rulings? What is the "alt-text" feature? What, if anything, do you think should be done to resolve the standoff between the SOCOG and Mr. Maguire?
2. What is your opinion of Mr. Maguire's actions? Have students consider the political significance of his actions. Do you think his actions were warranted? Why or why not? Will they be effective? Explain.
3. What is a disability? What is discrimination? How have disabled people been discriminated against in American society? Refer students to online resources, including the last website below, to learn about the Americans with Disabilities Act of 1990. Ask students: Do you think the act has reduced discrimination against the disabled? Explain. Does society continue to discriminate against disabled people? If so, how?
4. Survey students in your class to find out what types of recreational activities they enjoy. Then, ask students how being deprived of their sight would impact their ability to enjoy these activities. Group students and challenge each group to devise a way to make participation in one of the recreational activities possible for blind individuals. Have groups share their ideas.

LINKS:

<http://www.webable.com/>

<http://www.usdoj.gov/crt/ada/statute.html>

Sports Page: East Timor Olympians

1. In what sport does Uthoc Flamingo compete? What country does he represent? What personal and athletic challenges has he faced? What does he believe is the biggest challenge he and other athletes from East Timor will face?
2. Who is Victor Ramos? Describe his international competition experience. What "hazards" has he faced as a "wanted man"? Why do you think these athletes say that, whether or not they win any medals, "being able to represent East Timor is a victory in itself"?
3. What is the source of the animosity between Indonesia and East Timor? Have students work in groups to research the conflict between the two, and share their findings in class discussion. East Timor leader and Nobel Prize laureate Jose Ramos-Horta has said, "I envy the Kosovars. I envy the Palestinians. I envy the Tibetans. For the visibility, the space, the attention they have in the American media." Share this quote with students and ask them if they had ever heard of the conflict in East Timor before they did their research. If not, why do they think the conflict captured less attention than other regional conflicts? What do students think can be learned from the stories of the athletes they have seen today?

LINKS:

<http://www.easttimor.com/>

<http://worldnews.about.com/newsissues/worldnews/library/weekly/aa083099.htm?iam=dpile&terms=Eas>

<http://www.un.org/peace/etimor/etimor.htm>

Information Please: Olympic Wrap

1. What has Sydney, Australia, done to give these Olympics the label the "Green Games"? According to the Greenpeace organization, what could Sydney do to make these games "greener"?
2. Where and when did the Olympics originate? What events were featured? Why were the ancient

games significant? When were women first allowed to compete? What purpose do the modern Olympics serve? What reasons do fans offer for holding the Olympic games? Do you think it is important for the Olympic tradition to continue? Why or why not?

3. Help enrich your students' historical and cultural appreciation of the Olympics by initiating this class project. Begin by leading a class brainstorming session to generate a list of categories one might find in a trivia game on the Olympics, for example, "history," "famous firsts," "women athletes," and so on. Then divide the class into groups and have each group research Olympic facts that fit one category. Reconvene the groups and have the class design an online quiz or board game on the Olympics. Invite another class to try the game and enrich their knowledge of the Olympics.

LINKS:

<http://www.greenpeace.org.au/info/archives/olympics/sporty/>
<http://www.ausport.gov.au/womoly.html>
<http://www.library.unisa.edu.au/vl/olympic/relatiss.htm>
<http://www.greenpeaceusa.org/features/olympics-introtext.htm>
<http://history1900s.about.com/homework/history1900s/library/misc/blolympicfacts.htm?iam=dpile&term>

Check it Out: Britain Balloons

1. Why did balloonists recently gather in England? What is the record for mass hot air balloon launches? Were the British balloonists successful in breaking this record? How close did they come to breaking it? How did spectators react to the event?
2. Have your students consult the websites below to learn more about ballooning. Then challenge students to embark on a hypothetical balloon voyage. Where would they go? What would they see and hear? Have students write journal entries describing their "experiences."

LINKS:

<http://hotairballooning.com/>
<http://hotairballooning.com/howfly.html>
<http://www.balloonfiesta.com/>

EDITOR'S NOTE:

discrimination
 blindness
 East Timor
 Olympics

NEWS CHRONICLE

Slave Trade

1. Who is Gwendolyn Midlo Hall? What inspired her to compile the largest database on slavery? Who might find this information useful, and why? Why is Ms. Hall's work considered "groundbreaking"? To what extent were slaves a part of southern America's pre-Civil War economy? Do you think relatives of slave owners should feel embarrassed by Ms. Hall's work? Why or why not?
2. In the video, Ms. Hall states that it was her "disgust with racism" that motivated her to create the slavery database. What is racism? Have you ever been the victim of racism or discrimination? If so, how did this experience make you feel? What social or cultural factors may have contributed to you being the victim of racism or discrimination?
3. Challenge students to learn more about the African slave trade and how African slaves were affected by the experience. Divide your class into eight groups. Direct each group to online and

archival resources to prepare a presentation about one of the following aspects of the African slave experience:

1. Enslavement
2. The Middle Passage
3. Treatment of Newly Arrived Slaves
4. Living Conditions
5. Impact of Slavery on Family Life and Childhood
6. Resistance
7. Escape
8. Emancipation.

After students present their findings, have them consider how Ms. Hall's research might benefit both the descendants of African slaves and American society as a whole.

4. What is genealogy? Ask students to consider how they might go about searching for clues about their own past or lost relatives. Challenge students to embark on a genealogy project. Have students interview family members and research family history to create their own family trees or genealogies. After students share their findings, discuss the value of learning about one's culture and heritage.

LINKS:

http://www.lsu.edu/lsupress/catalog/Backlist/fall99/99fall_book/hall.html

<http://www.afriogeneas.com/>

<http://www.tulane.edu/~amistad>

EDITOR'S NOTE:

genealogy
African slaves
plantation
racism

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 14, 2000

Tune in to CNN NEWSROOM on September 20th for Virus Encounters, an in-depth look at infectious diseases, how they spread and how they can be prevented.

Teachers: Today's program is not closed-captioned.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:45...02:10

Special Series ... 06:00...08:10

The U.S. is experiencing the largest sustained wave of immigration in its history.

Special Series ... 07:10...15:20

Hispanic immigrants are changing the face of North Carolina.

DAILY DESK ... 00:20...15:40

Science Desk ... 01:00...16:40

A new telescope can see black holes in distant galaxies.

WORLDVIEW ... 00:40...17:20

Top of the World ... 03:00...20:20

New York City attracts immigrants from many different countries.

NEWS CHRONICLE ... 00:25...20:45

Special Series ... 06:20...27:05

A common livelihood unites a group of Texas shrimpers and Vietnamese immigrants.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Special Series: Still Coming to America: Immigration Overview

1. How does Berkmar High School in suburban Atlanta represent the growing ethnic diversity of the U.S.? According to Dan Stein of F.A.I.R., what's wrong with today's U.S. immigration policy? Is there a limit on the number of immigrants to the U.S.? Explain. Approximately how many people immigrate to the U.S. each year? How many people currently living in the U.S. were born

somewhere else?

2. Mr. Stein speaks of a "two-tiered society" created by immigrants. What does he mean? Why do some experts believe that poor Hispanic neighborhoods are not cause for alarm? To what do they compare these neighborhoods? How does sociologist Chip Gallagher respond to critics who worry about the impact of immigration on the nation's infrastructure? Explain why immigration seems to come in "waves." Why does Dan Stein argue that it's time to take a "time-out" from immigration? Do you agree or disagree with his view? Explain.
3. Why have the leading presidential candidates all but ignored the immigration issue? How do the immigrants impact the booming economy? According to Chip Gallagher, when will immigration again become a hot issue? Why?
4. Throughout this video we hear references to the Statue of Liberty. Generate a class discussion about the statue's symbolism. Then read this famous stanza of Emma Lazarus' "The New Colossus" to students:

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Challenge each student to use any artistic medium, including music, poetry and art, to offer his/her personal interpretation of the message of the Statue of Liberty.

5. Challenge your students to examine the history of immigration in the U.S. Divide the class into small groups, and have each group select one period in U.S. history to examine. Have each group research immigration data pertaining to its era, including the origins of those who immigrated to the United States. Have each group express its information in visual form, such as a chart or graph. After groups present their visual data, discuss the changes that have occurred in immigration patterns and native-born citizens' responses to these patterns.

LINKS:

<http://www.ins.gov/graphics/index.htm>

<http://www.fairus.org/>

<http://www.aclu.org/issues/immigrant/hmir.html>

<http://history1800s.about.com/homework/history1800s/cs/immigration/index.htm?iam=dpile&terms=hist>

<http://www.endex.com/gf/buildings/liberty/libertyfacts.htm>

Special Series: Still Coming to America: New Neighbors

1. How has North Carolina's Hispanic population changed over the past 10 years? According to UNC demographer Jim Johnson, how is the South handling this population change? How have the demographics of Siler City changed in recent years? What drew many Hispanics to the town? How did some local residents react? Why did many pull their children out of the local elementary school? How does the school's principal respond to these charges?
2. What event led to widespread fear among those in the Hispanic community? How did a letter by the chairman of the county commissioners cause an uproar among Hispanics? How has Chairman Rick Givens had a change of heart? Why do you think few people want to talk about the changes in the town?
3. As a class, have students secure past and recent population statistics on your community, city and state to determine whether its demographics are changing. Have the number of Spanish-speaking residents of your community, city and/or state increased? If so, what factors do students think are responsible for the increase? Discuss how shifting population trends have a political, economic and

social impact.

4. As a class, identify both sides of the immigration issue presented in this segment. Ask students to consider how they might feel in each case, as native-born U.S. citizens living in the town and as Hispanic immigrants to the town in search of jobs. Direct each student to write a journal entry in which he/she takes on the role of a townspeople or an immigrant and describes what he/she thinks about what is happening there. Conclude with a class discussion on what students think can be done to promote prosperity and community for everyone living in the town.

LINKS:

<http://latinoculture.about.com/culture/latinoculture/mbody.htm?iam=dpile&terms=history+of+U.S.+imm>

<http://www.policy.com/issues/18/>

<http://www.usbc.org/>

EDITOR'S NOTE:

immigration

diversity

naturalized citizens

illegal immigrants

INS

demographer

nativist backlash

Hispanic immigrants

DAILY DESK**Science Desk: Black Hole Telescope**

1. What are black holes? Why are black holes usually invisible to scientists using conventional telescopes? How does the new telescope that can see black holes work? How are scientists planning to use this technology?

LINKS:

<http://207.25.71.29/2000/TECH/space/05/09/australia.telescope/index.html>

<http://imagine-hawaii.com/hubble.html>

EDITOR'S NOTE:

black hole

prototype

galaxy

x-ray

WORLDVIEW**Top of the World: New York City Immigrants**

1. According to census figures for the past decade, what percent of New York City's residents were born outside the U.S.? From what countries are the immigrants coming? When was the last time the city saw an influx of immigrants this big? Where did the immigrants who came to New York first land? From what continent were most of these immigrants? How is immigration "undergoing a transformation" in New York?

2. Why does New York City appeal to so many immigrants? Why do you think the immigrants want to go to a place where others share their ethnicity? How does Queens illustrate the diversity of the city? Were it not for the immigrants, what would be happening to the city's population? Why? What are sociologists predicting about the booming immigrant trend?
3. As we learn in the video, nearly all of the immigrants who came to New York in 1910 had to first stop at Ellis Island. Have your students conduct research to learn more about Ellis Island and share their findings. To many immigrants, the island was a source of both hope and tragedy. Discuss the feelings and expectations these immigrants may have had as they waited for entry into the U.S.
4. New York City is famous for its ethnic neighborhoods, like Chinatown and Little Italy, and their cultural festivals. Challenge your students to imagine themselves at one of these festivals. Have each student choose one ethnic group in New York City and conduct research to learn more about its culture. Then have each student write a paper in which he/she describes the sights and sounds of a day at that festival.

EXTENSION: Celebrate diversity by holding a "street festival" of your own in the classroom. Ask each student to bring ethnic food, music, an item of clothing, or other items to represent an aspect of his/her cultural heritage. Have students present their contributions to the festival and explain their cultural significance.

LINKS:

http://www.demographics.com/publications/fc/97_fc/9703_fc/fc97037.htm

<http://lcweb2.loc.gov/ammem/papr/nyc.html>

<http://www.nyana.org/>

<http://www.fanniemaefoundation.org/HousingResearch/immigration/SchillWP/intro.html>

<http://www.ellisland.org/>

EDITOR'S NOTE:

New York City
Ellis Island
census
ethnicity
Queens
suburbs

NEWS CHRONICLE

Special Series: Still Coming to America: Dealing with Diversity

1. Who is Vernon Bates? What does he do for a living? Who shares this livelihood with him? How did Mr. Bates and other shrimpers react when the Vietnamese fishermen first appeared in 1975? Why did Tu Viet Vu bring his family to the Texas coast?
2. What misconceptions did many of the Texas shrimpers have about the Vietnamese shrimpers? What did the locals try to do to the Vietnamese immigrants? What caused racial tensions to come to a head? How does the community feel about the Vietnamese shrimpers now? Why?
3. Explain why the Anglo and Asian shrimpers united. Even if they lose their fight against the restrictions, what have they both won? Why do you think mutual admiration and respect are important, especially in a culturally-diverse society? Some sociologists say that embracing diversity promotes unity. Do you agree or disagree with this claim? Explain.
4. No doubt your students have heard the United States referred to as a "melting pot" of diverse cultures. Some say it is more of a "salad bowl." Put these comparisons before the class and ask them to analyze the meaning of each. Which would your students use to characterize the diverse

culture of the United States? Why? Discuss.

LINKS:

http://www.whitehouse.gov/Initiatives/OneAmerica/Practices/pp_19980804.2917.html

http://www.nsc.cccoh.us/genstud/cybercon/dealing_diversity/sld001.htm

<http://www.lib.ksu.edu/depts/mrrc/mrrc.shtml>

EDITOR'S NOTE:

shrimper

Vietnamese refugee

racial tension

retaliation

unity

Anglo

restrictions

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 15, 2000

Biography docudramas are available FREE on Turner Classic Movies. Enroll in TCM BY THE BOOK: LIVES ON FILM by faxing your name, school address and phone number to TCM at 770-739-7085.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45...02:20

Top Story ... 05:00...07:20

-British protesters bring their nationwide blockade to a halt.

-As protests wind down in Britain, they accelerate throughout the rest of Europe.

In the Headlines ... 02:00...09:20

Rising natural gas prices prompt fear of an energy crisis in the U.S.

DAILY DESK ... 00:45...10:05

Editor's Desk ... 02:55...13:00

Sneakers are considered high art at the San Francisco Museum of Modern Art.

Turner Website Information ... 00:45...13:45

Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:25...14:10

Political Front ... 10:00...24:10

A retired intelligence officer writes a book about his secret life in the CIA.

NEWS CHRONICLE ... 00:25...24:35

Special Series ... 02:25...27:00

Americans are embracing Hispanic culture like never before.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Fuel Furor

1. How do taxes figure into the price of gasoline in Great Britain? What is the price of gas, in U.S. dollars and gallons, in Britain? What did some truckers, taxi drivers, and others do to protest the high price of gas? Why did they call off their protest yesterday?
2. What historic anniversary does Britain observe this week? Why do you think the reporter mentions this? On what other occasions has Britain's public become angry over suffering they have had to endure? How did the public react in each case? What are many predicting about the political fate of Prime Minister Tony Blair and his Labour Party? Why?
3. What is happening in Hanover, Germany? What do the farmers, truckers and taxi drivers want their government to do? Why? Where else are fuel protests mobilizing? What do polls indicate about the protest efforts? Why are unions still backing the ecotaxes? What political fallout could result from the furor over fuel in Germany? How might Europe's fuel crisis have widespread international political consequences?
4. In the first segment we hear that "This has been a 21st Century protest, decentralized and light on its feet." Ask students what they think this means. How has modern communication changed the nature of protest and the ability to mobilize dissenters? Challenge students to research other protest actions throughout history and around the world, and discuss how these protests were organized and carried out. Has modern technology enhanced the effectiveness of protests? If so, how? Discuss.

LINKS:

<http://www.cnn.com/2000/WORLD/europe/09/14/fuel.protests.05/index.html>

<http://www.cnn.com/2000/WORLD/europe/09/14/fuel.protests.04/index.html>

<http://www.cnn.com/SPECIALS/2000/fuel.crisis/>

<http://europe.cnn.com/2000/WORLD/europe/09/11/europe.fuel/qanda.html>

<http://www.opec.org/>

<http://www.oilprices.com/>

In the Headlines: Natural Gas Prices

1. How did a natural gas explosion last month in New Mexico affect California's power supply? What did the reduction in supply do to the price of California's natural gas? By how much has the price of wholesale natural gas increased over the past year? What is responsible for the price hike?
2. Why has the demand for natural gas increased dramatically in recent years? How does Roger Cooper of the American Gas Association assess the supply of natural gas? Why does he believe that the price of natural gas will eventually come down?
3. Use this story to help illustrate how supply and demand influence cost. Discuss what would happen to the price of natural gas in a situation where demand was low and supply was high, the opposite of what is seen in the video. At what point should prices stabilize? Why?

LINKS:

<http://www.wn.com/?t=oilprices/naturalgas.txt>

<http://www.aga.org/>

<http://www.aga.org/IssueFocus/>

EDITOR'S NOTE:

refineries

ecotax

protest

Battle of Britain

Tony Blair

Gerhard Schroeder

natural gas
profitability

DAILY DESK

Editor's Desk: Sneaker Art

1. At which museum is the "Design Afoot: Athletic Shoes 1995 - 2000" exhibit taking place? What is the purpose of the exhibit? How has athletic footwear changed over the years?
2. Why do you think people are fascinated with athletic footwear? According to the exhibit's creators, "Sneakers are not just functional playthings, they are part of the way in which we present ourselves to the world." What is the meaning of this statement? How would you define your personal style? To what extent is footwear an element of that style? Do you buy athletic footwear? If so, what factors determine your decision whether to buy a particular style of athletic shoe? Do you think most consumers are guided by these same factors? Explain.
3. What is modern art? Refer students to multimedia resources, including the first two websites below, to learn about the evolution of the modern art movement. Have student review the CNN NEWSROOM segment and the museum's online exhibit. Then, direct each student to assume the role of an art critic, and write a critique of the sneaker exhibit. Have students consider whether the exhibited sneakers should be considered modern art. Have students share their reviews with the class and discuss.
4. What factors "drive" sneaker design? Challenge your students to act as athletic footwear designers and create athletic shoes that would be appealing to young consumers. Group students, and have each group conduct research to learn more about the hottest trends in sports and fitness. The third website below may be of assistance. What activities and sports are popular among consumers, especially young consumers? What new technologies and materials are available? What kinds of footwear might be well-received by consumers? Have each group use its research to design a type of athletic footwear. Have groups create diagrams of their athletic shoes on posterboard, give the products names, and offer suggested retail prices. Allow each group to present its ideas and explain why the product would perform well in the market.

LINKS:

http://www.sfmoma.org/exhibitions/exhib_detail/00_exhib_design_afoot.html
<http://www.moma.org/>
<http://4sneakers.4anything.com/4/0,1001,6359,00.html>
<http://www.curtin.edu.au/curtin/dept/physio/podiatry/sport.html>

EDITOR'S NOTE:

exhibit
high art
rhinestone
cycles of fashion

WORLDVIEW

Political Front: Master of Disguise

1. What is the CIA? Who is Tony Mendez? What was his job at the CIA? When and how did he become involved with the CIA? What is the title and subject of his new book? What are some of Mr. Mendez's professional accomplishments?

2. Have students share what they know about Cold War. If necessary, refer your class to the fourth website below for useful background information. Which nations were security threats to the U.S. during the Cold War? Why? What is the current status of the United States' relationship with these countries?
3. Review the video and describe some examples of the spy technology that Mr. Mendez used in his work. Then have groups of students consult the Internet and other resources to learn more about Cold War spies and the devices that helped them to do their jobs. Have each group select one of these devices, create an illustration of it, explain how it worked and whether it is still in use. When groups have finished their presentations, discuss how espionage has evolved since the Cold War. Do you think by revealing his trade secrets, Mr. Mendez has jeopardized national security? Why or why not?
4. Refer students to the first and second websites below to learn more about the history of the CIA and the professional opportunities available within the agency. Ask students to identify the skills, attributes, education and training that are necessary for becoming a CIA field operative. After students share their findings, ask: What types of personal risks and sacrifices do you think CIA field operatives assume? Why do you think many retired CIA agents find life after the CIA difficult? Would you want to work as a CIA spy? Why or why not?
5. In his review of Mr. Mendez's book, Porter J. Gross, Chairman of the U.S. House of Representatives' Permanent Select Committee on Intelligence, states that "Tony's colleagues and proteges are still at their quiet work, now against rogue states and terrorists, and are still making our country a safer place to live." Inform students that the U.S. Secretary of State has designated Cuba, Iran, Iraq, Libya, North Korea, Sudan and Syria as the seven governments that sponsor international terrorism. Then divide your class into seven groups. Have each group prepare an oral report about how and why one of these nations supports international terrorism, and what the CIA is doing to counteract this country's terrorist threats. Following the presentations, ask students: Do you think people should be concerned about terrorism? Why or why not? Do you think the CIA is necessary? Explain.

LINKS:

<http://www.odci.gov/cia/ciakids/>
<http://www.discovery.com/stories/history/cia/cia.html>
http://turnerlearning.com/cnn/coldwar/cw_start.html
<http://www.fas.org/irp/news/sources.htm>
<http://www.themasterofdisguise.com/>

EDITOR'S NOTE:

Tony Mendez
 CIA
 Cold War
 national security
 field operative
 spy

NEWS CHRONICLE

Special Series: Hispanic Heritage: Overview

1. What percent of the total U.S. population is represented by Hispanics? Who are some of the cultural icons that represent Hispanic culture?
2. Who is Andres Galarraga? From what country is he? Why could he be called "a minority within a minority" in the U.S.? Which U.S. states are home to more than half the nation's Hispanics? Which

state has the highest concentration of Hispanics? In what areas are Hispanic Americans advancing? Why do you think political power has not arrived for most Hispanics?

3. As part of Hispanic Heritage Month in the U.S., CNN NEWSROOM will be bringing you profiles of prominent Hispanic Americans over the next few weeks. This presents an outstanding opportunity to introduce your students to the contributions of Hispanics in American culture. In the meantime, your students can develop an appreciation for Hispanic culture by examining significant places in Hispanic American history. The second website below from the National Park Service is a good resource for information. Divide the class into groups and have each select one site to research. Have each group present its information to the class. At the end of all the presentations, have groups mark their sites on a large U.S. map, and discuss the significance of each of these sites in Hispanic and U.S. history.

LINKS:

<http://www.health.org/hisp98/>

<http://www.cr.nps.gov/nr/feature/hispanic/hisp.htm>

<http://latino.sscnet.ucla.edu/heritage/hhhispan.htm>

<http://www.latino.com/community/index.php3/heritage98/0914h50.htm>

http://www.atlantabraves.com/braves_b_player_detail/0,1680,8-34,00.html

EDITOR'S NOTE:

Hispanic

ethnic

minority group

Andres Galarraaga

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 18, 2000

Tune in to CNN NEWSROOM on September 20th for Virus Encounters, an in-depth look at infectious diseases, how they spread and how they can be prevented.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:30...01:45

Top Story ... 06:45...08:30

-Financing higher education is an important issue for U.S. presidential candidates.
-Some U.S. high school students opt for distance education.

In the Headlines ... 02:10...10:40

The Atlantis crew prepares to depart the International Space Station.

DAILY DESK ... 00:20...11:00

Environment Desk ... 02:55...13:55

Construction companies are using salvaged wood instead of freshly cut trees.

WORLDVIEW ... 00:20...14:15

Taking Care of Business ... 02:20...16:35

London theater is experiencing a renaissance.

Artistry in Action: Slovenia Drive-In ... 02:30...19:05

"Drive-In Camillo" is a contemporary example of Bertolt Brecht's Epic Theater.

Culture Watch ... 01:55...21:00

A photo exhibit examines life in the U.S. and Russia during the 1930s.

Sports Page: Thai Boxing ... 02:45...23:45

Muaythai boxing has become the latest fitness craze in the U.S.

Turner Website Information ... 00:45...24:30

Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...24:55

Sports Page: Master Builder ... 02:15...27:10

Ric Birch directs the opening ceremony of the Olympic Games.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Education Age

1. Who are the GOP and Democratic U.S. presidential candidates? Why is financing higher education an important issue for these presidential candidates? What different types of college financial aid are available in the U.S.?
2. Do you think it is important to have a college education? Why or why not? As a class, discuss how having access to a college education has changed in the U.S. during the last century. Why have these changes occurred? Do you think a college diploma has the same significance as it did 50 years ago? Explain.
3. How much does it cost to go to college? Why do you think college costs are so high? Point out to students that in the U.S., college costs are rising at a rate that is double the rate of inflation. Ask students: How might this situation impact your ability to attend college? What are the possible long-term consequences of this situation? Do you think it is possible for colleges to keep their costs from rising so quickly? Explain.
4. Group students. Refer groups to online resources, including the websites below, to prepare presentations about different types of financial aid, including scholarships, grants, work-study programs, and loans. Following the presentations, discuss the benefits and drawbacks of each kind of financial aid option.
5. Is financing higher education a bipartisan issue? Refer small groups of students to multimedia resources, including the first three websites below, to prepare presentations about Vice President Al Gore's and Governor George W. Bush's positions on financing higher education. Instruct students to identify which segments of the population would benefit from the proposed plans. As each group presents its information, create a chart that compares the presidential candidates' proposals. Next, poll your students to find out which proposals they support and why. Ask students: Who do you think should receive government assistance for higher education and why? How do the candidates' higher education plans reflect their parties' positions on the role of government in U.S. citizens' lives? Explain.
6. Why is Joel Braun attending the University of Missouri's distance high school program? How does the university's program differ from a traditional high school program? Would you enjoy participating in a distance high school program? Why or why not?
7. What is distance learning? What technology is associated with distance learning? Inform students that distance learning is not limited to high school students. Refer groups of students to Internet resources, including the last three websites below, to investigate the learning opportunities offered by elementary education programs, colleges/universities, and institutions, including museums and libraries. After students present their findings, ask: How do you think educational institutions benefit from offering distance education programs? Do you think an online high school diploma should be valid? Why or why not? How does the evolution of new technology influence the field of distance education? How might increasing the access to educational opportunities impact society? Could online degree programs affect the significance or marketability of a high school diploma or college degree? Explain.
8. Divide your class into two groups to debate the following question: Could distance learning make high school obsolete? Have both groups consider the following questions: What is the purpose of school? What are the different ways that people learn? What are the strengths and limitations of the technology associated with distance learning? Following the debate, have students identify the most

compelling arguments.

LINKS:

<http://www.cnn.com/ELECTION/2000/resources/where.they.stand/index.html>

<http://al Gore2000.com/education/>

<http://www.georgewbush.com/issues.asp?FormMode=FullText&ID=2>

<http://www.usnews.com/usnews/edu/dollars/dsloans.htm>

<http://www.finaid.org/>

<http://indepstudy.ext.missouri.edu/>

<http://teams.lacoe.edu/>

<http://www.uwex.edu/disted/index.html>

In the Headlines: Shuttle Mission

1. What is the International Space Station (ISS)? What was the mission of the latest Atlantis space shuttle flight? Has this mission been successful? Explain. When is the shuttle expected to return to earth? What steps have the crew taken to prepare for deployment?
2. What risks are associated with manned space travel? Would you be willing to take these risks to travel in space? Why or why not? In your opinion, what obstacles must be overcome before human space travel is common place?
3. Refer students to online resources, including the links below, to learn more about the history of the ISS and the controversy surrounding the project. Have students summarize the arguments for and against the ISS. Have students consider the following: Why do some scientists feel that the space station is the "single greatest obstacle to the exploration of the solar system"? Why do other scientists feel the ISS is a necessity? Have students consider the extent to which the international community has financially and politically invested in the ISS. Then have each student write a position paper about whether or not the international community should continue to support and fund the ISS. Have students share their papers and discuss.

LINKS:

<http://www.cnn.com/2000/TECH/space/09/17/space.shuttle.reut/index.html>

<http://spaceflight.nasa.gov/index-m.html>

<http://science.ksc.nasa.gov/shuttle/resources/orbiters/atlantis.html>

EDITOR'S NOTE:

Pell Grant

advance placement

financial aid

proctor

berth

egress

DAILY DESK

Environment Desk: Old Wood

1. From where does the wood "harvested" by R.K. Construction come? Describe the process by which the salvaged lumber is made useable again. What advantages does using this wood have over freshly cut trees?
2. How does the price of salvaged wood compare to the price of new wood? How long did it take to deplete the supply of old growth cypress trees and Heart pine trees in the Southeastern U.S.? Why do you think this was allowed to happen? What role do you think societal attitudes and culture played? How does the salvage process help preserve existing forests? What else is being done to

preserve forests in the U.S.? How do you think the additional costs of salvaged wood compare to its benefits? What has been the public's response to using the salvaged wood?

3. One of the key selling points of using salvaged wood for construction is the positive impact it has on preserving existing forests. Have your class look for correlations between building construction and forest depletion. In small groups have students investigate the following statistics related to new building construction:
 - o the number of new houses constructed in the U.S.
 - o the total amount of lumber used for construction annually
 - o the total amount of lumber taken from U.S. forests each year, separated out by species of tree
 - o the trees granted protection by being placed on the Endangered Species List.Have groups share their data and discuss the relative values of forest preservation versus lower materials costs.

LINKS:

<http://www.woodfloorsonline.com/styletrends/reclaimed.html>
<http://www.americaheartpine.com/history.htm>
http://augustachronicle.com/stories/121297/met_logs.shtml
<http://www.fs.fed.us/land/fm/>

EDITOR'S NOTE:

salvage
timber
harvested

WORLDVIEW

Taking Care of Business: Theater Renaissance

1. Where is London located? What is a "renaissance"? How has theater in London changed in recent years? Why is London theater experiencing a renaissance? What challenges are associated with making a London play commercially successful?
2. If any of your students have seen a theater production, ask: How is the experience of watching a live theatrical performance different from watching a television show or movie? Which medium do you prefer? Why?
3. Point out to students that the first theater in London, the Shoreditch, was established in 1576, two years after the birth of William Shakespeare. Then divide your class into groups to learn more about the history of London theater during the last four centuries. Have students examine the commercialization of the art, the introduction of critical reviews, the expansion of subject matter, and the influence of the Church, monarchs, industrialists, the bourgeois and the masses. After students present their findings, ask: How has the political and social significance of London theater changed over the centuries? Do you think new technologies will cause theater in London to become obsolete? Why or why not?

LINKS:

<http://web.nwe.ufl.edu/~craddock/lonthe1.html>
<http://web.nwe.ufl.edu/~craddock/timeline.html>
<http://www.theatrelibrary.org/links/ActorsHistory.html#theatre>
<http://www.ebicom.net/~tct/oftheatre.htm>
<http://www.win.net/~kudzu/history.html>

Artistry in Action: Slovenia Drive-In

1. Where is the city of Ljubljana located? What is "Drive-In Camillo"? Who is the author and director of the show? Where is the performance being held? Is this location significant to this artistic production? Why is this production unique? What is "ready made theater"?
2. Use this segment to introduce your students to the work of Bertolt Brecht, a famous and influential 20th century poet, playwright, and theatrical reformer. You may want to share the following quote by Bertolt Brecht to help students understand his philosophy of Epic Theater:

"The stage began to be instructive. Oil, inflation, social struggles, war, the family, religion, wheat, the meat market, all became subjects for theatrical representation. Choruses enlightened the spectator about facts unknown to him. Films showed a montage of events from all over the world. Projections added statistical material. And as the "background" came to the front of the stage, so people's activity was subjected to criticism. Right and wrong courses of action were shown. People were shown who knew what they were doing, and others who did not. The theater became an affair for philosophers, but only for such philosophers as wished not just to explain the world, but also to change it."

Then refer students to the last two websites below to research the differences between the traditional dramatic form of theater and Bertolt Brecht's Epic Theater. After students share their findings, ask: How does Emil Hrvatin's "ready made theater" reflect Bertolt Brecht's theatrical principles and philosophies?

LINKS:

<http://www.sigov.si/>

<http://www.sigov.si/uvi/eng/slovenia/facts/culture/index.html>

<http://click.go2net.com/click?clickurl=http%3A%2F%2Fgermanculture%2Eabout%2Ecom%2Flibrary%2>

<http://www.orst.edu/instruct/ger341/brechtet.htm>

Culture Watch: Russia Photo Exhibit

1. What is the topic of the "Propaganda Dreams" photo exhibit? What were the differences between American and Russian ideologies during the 1930s? Do you think any of these differences continue to exist? Explain.
2. What is propaganda? Why is the photo of Stalin with the little girl considered propaganda? Have students consider the instances in which propaganda is most likely to be used. Instruct students to identify propaganda they recall from political campaigns, including student campaigns. Then have students determine what distinguishes propaganda from mere facts. Do you think there is a difference between the political propaganda of the 1930s and the political propaganda of today? Explain.
3. Refer students to the websites below to learn more about the history of the relationship between Russia and America since 1930. Have students create a timeline that depicts the significant people and events that have influenced the relationship between these two nations. Then challenge pairs of students to create collages that depict the evolution and impact of the relationship at different points in history during the last 70 years. Have students exhibit their collages at their school library.

LINKS:

<http://www.thehistorynet.com/>

<http://www.pbs.org/wgbh/peoplescentury/>

Sports Page: Thai Boxing

1. How is Muaythai boxing different from other types of boxing? Why has Muaythai boxing become popular in the U.S.? How does the American style of Muaythai boxing differ from the traditional

Thai style?

2. Point out to students that Muaythai boxing is a form of martial arts. If you have students in your class who are experienced in the martial arts, have each student explain what form he/she has studied and describe some of its elements. The websites below provide additional information about the martial arts. Compare the different forms of marital arts to Muaythai boxing. Discuss the differences among the physical and spiritual elements of each of the martial arts.

LINKS:

<http://www.muaythai.com/>
<http://www.martialinfo.com/>
<http://www.kickbox.org/>

EDITOR'S NOTE:

London
theater
renaissance
Slovenia
propaganda
Muaythai boxing

NEWS CHRONICLE

Sports Page: Master Builder

1. Where are the 2000 Olympic Games being held? How many people watched the opening ceremony of the 2000 Olympic Games? Who is Ric Birch? What was Mr. Birch's biggest challenge? How was this problem resolved?
2. Who is Cathy Freeman? Why is she considered an "icon"? According to Mr. Birch, Ms. Freeman was chosen to light the cauldron because she "represented all athletes, not men, not women, not black, not white, but all athletes and the aspiration of athletes." What do you think this statement means? Do you think Ms. Freeman was an appropriate choice? Why or why not? Challenge students to identify other icons or qualified individuals, living or deceased, who could have filled in for Ms. Freeman had she not been able to light the cauldron.

LINKS:

<http://www.cnn.com/2000/ASIANOW/australasia/09/15/olympic.preview/index.html>
<http://www.cnn.com/2000/ASIANOW/australasia/09/14/olympic.scene/>
http://www.time.com/r0/Time/CNN_BOXTEASE/in?http://www.time.com/time/daily/special/photo/olym
<http://www.olympics.com/eng/>
<http://www.coolrunning.com.au/news/1998n005.shtml>

EDITOR'S NOTE:

Olympic Games
Cathy Freeman
icon
torch
cauldron

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 19, 2000

Keep bringing the world to your classroom. Reenroll in CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40...02:10

Top Story ... 05:05...07:15

-U.S. consumers are concerned about soaring oil prices.

-The British government is working to avert further disruption of oil supplies.

DAILY DESK ... 00:40...07:55

Health Desk ... 02:15...10:10

The state of Georgia is offering a defensive driving course for teens and their parents.

Health Desk Extra: Clean Hands ... 02:25...12:35

Hand washing is one of the best ways to prevent the spread of disease.

Look Ahead ... 00:20...12:55

September 20: Virus Encounters

WORLDVIEW ... 00:40...13:35

Culture Watch ... 03:20...16:55

Crime threatens tourism in Jamaica.

One World Habitat: Salmon and Dams ... 04:40...21:35

The Columbia River's salmon are in jeopardy.

Turner Website Information ... 00:45...22:20

Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:40...23:00

Democracy in America ... 04:30...27:30

CNN NEWSROOM's Andy Jordan examines the U.S. Congress and its balance of power.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Oil Impact

1. How has the price of gas changed in the U.S. and Britain over the past year? Why are oil prices continuing to soar? What factors are threatening to disrupt the world's oil supply? What is the U.S. government predicting about the price and supply of heating oil and natural gas this winter? Why?
2. Some lawmakers and consumers want President Clinton to release some of the oil from the nation's strategic oil reserves. Review the concept of supply and demand, and ask students to consider why some industry experts are advocating this move (it could decrease or stabilize prices in the short-term). Next, refer students to multimedia resources, including the websites below, to determine both the pros and cons of this action. Then have each student weigh the evidence and write a position paper in response to the following question: Should President Clinton release strategic oil reserves in an effort to stabilize oil and gas prices?
3. Why were British truckers, taxi drivers, and farmers protesting last week? How did these protests impact British citizens? In your opinion, were the protests effective? Why or why not?
4. What "lessons" do you think the British government and oil companies should learn from last week's protests? What steps are the British government, police and oil companies taking to address British citizens' concerns about the oil crisis? Do you think these measures are adequate? Why or why not? What type of "political fallout" has occurred in Britain as a result of the oil crisis? Do you think Britain's oil crisis will affect the political future of Prime Minister Tony Blair and his Labour Party? Explain.
5. Refer groups of students to the websites below to learn more about the evolution and impact of the oil crisis in Britain. Have each group select one of the following factors and research its connection to the current price of gasoline in Britain:
 - OPEC oil production
 - Middle East tensions
 - Britain's economy
 - Recent protests over high oil prices
 - Gasoline taxes
 - The general elections.

Have each group present an explanation of how its factor is related to the current price of gas in Britain. Discuss how supply, economic conditions and timing are interrelated, and how they influence the price of gasoline. After students have presented their findings, instruct each group to write a letter to Prime Minister Blair that outlines the group's suggestions for how the British government should respond to its nation's oil crisis. Have students consider ways that the government might lower gas prices, and the benefits and drawbacks of these measures.

LINKS:

<http://www.cnn.com/cnnfn/2000/09/18/markets/oil/>

<http://www.cnn.com/SPECIALS/2000/fuel.crisis/>

<http://europe.cnn.com/2000/WORLD/europe/09/18/fuelprotests03/index.html>

<http://europe.cnn.com/virtual/editions/europe/2000/root/change.pop/frameset.exclude.html>

<http://www.doe.gov/>

<http://www.oilprices.com/>

EDITOR'S NOTE:

dire

natural gas

oil prices

strategic petroleum reserves

avert
statutory

DAILY DESK

Health Desk: Young Drivers

1. What is the leading cause of death among American teenagers? Why is Georgia's defensive driving program unique? According to authorities, what factors have contributed to the decline of teen auto death rates? Do you find your state's driving laws fair or too restrictive? Explain.
2. Do you know any teenagers who have been killed or badly injured in a car accident? If so, how did this tragedy impact the lives of the victim and his/her family and friends? Could the accident have been prevented? If so, how?
3. If any of your students are licensed drivers, ask them: Did you find your driver's education program useful? Why or why not? If not, how might the program be improved? What is your opinion about Georgia's new defensive driving program? Do your parents have rules about your driving? Explain. If so, what do you think of these rules?
4. Refer students to the first website below to research the statistics on teen drivers and accidents. How do these statistics compare to those of other age groups of drivers?

Have groups of students determine how issues like fatigue, cell phone use while driving, and inexperience cause problems, especially for the young driver. After students share their findings, help them create a brochure that addresses driving issues, hazards that are especially dangerous to young drivers, and tips for how to deal with these issues. Make your school's driver education department aware of this resource and ask them to share it with their young drivers.

LINKS:

http://www.hwysafety.org/safety_facts/teens/teenager.htm
<http://www.nhtsa.dot.gov/>
<http://www.teendriving.com/>
<http://www.rookiedriver.com/>
<http://mva.state.md.us/pr/releases/mentorpr.html>

Health Desk Extra: Clean Hands

1. Why is it important to wash your hands? According to the survey, what percentage of people washed their hands after using a public restroom? What diseases and bacterial infections are transmitted from person to person through hands? What is the best way to wash your hands?
2. In recent years, more people have begun to use antibacterial hand soaps. The natural appeal of these products is their ability to reduce the amount of bacteria, which in turn helps reduce the incidence of bacterial infections. Have pairs of students test the effectiveness of antibacterial soaps by conducting the following experiment:
 1. Divide two nutrient agar Petri plates into three equal sections.
 2. Label the sections of Plate A as "Dry", "Water", and "Antibacterial Soap," and Plate B as "Dry", "Water," and "Regular Soap."
 3. Before students wet their hands, have Student A touch the section of Plate A labeled "Dry" with his/her right index finger. Repeat with Student B touching the equivalent space on Plate B.
 4. Have the students wash their hands well without soap, shake off the excess water, and, without drying, touch the section of their plate labeled "Water."
 5. Have Student A thoroughly wash his/her hands with antibacterial soap, and, after rinsing,

touch the section of Plate A labeled "Antibacterial Soap."

6. Have Student B repeat step five using (nonantibacterial) soap, touching the section of Plate B labeled "Regular Soap".
7. Invert the plates and incubate at room temperature for 2-3 days.
8. Have the students observe the appearance of the different sections of the two plates.
9. Lead the class in a discussion of their observations, comparing the relative effectiveness of the two soaps, as well as using no water and only water.

Although results may vary, you will probably find that the sections marked "Antibacterial Soap" and "Regular Soap" will have less growth. Also, if recent reports are correct, there will be little difference in the growth found on the two "Soap" sections.

LINKS:

<http://www.cdc.gov/>

<http://www.hygenius.com/>

EDITOR'S NOTE:

defensive driving

bacterial infections

microbiology

WORLDVIEW

Culture Watch: Jamaica Appeal

1. Where is Jamaica located? What is the most popular vacation accommodation option in Jamaica? Why? Where in Jamaica is most of the nation's crime centered? What common challenge do all of Jamaica's vacation resorts face? How could a decline in tourism affect Jamaica's economy and the island's citizens?
2. Pose the following question to your class: If you had a vital interest in Jamaica's tourist industry, what would you say or do to persuade travelers to visit? Then, have groups of students research information on the history of Jamaica and its tourist attractions. Direct groups to prepare and present multimedia presentations that are designed to promote the tourist trade in Jamaica.
3. What safety tips would you suggest to any traveler, especially to those traveling to unfamiliar places? Have students work in groups to research some of the things travelers can do to protect themselves against crime. After students share their findings, have them use their research to create a traveler's safety website.

LINKS:

<http://www.caribbeansupersite.com/jamaica/crime.htm>

<http://www.tips4trips.com/Tips/safetytips.htm>

<http://www.jamaica-gleaner.com/>

One World Habitat: Salmon and Dams

1. What is happening to the salmon in the Columbia River? What major obstacles prevent the salmon from rebounding? Why are some people opposed to punching holes in the four dams? What is the U.S. government's "New Salmon Plan"? Why are some people criticizing this plan?
2. Refer students to library and online resources to learn more about wild salmon and the Columbia River migration issue. Then divide your class into four groups, and have each group represent one of the following interests: Conservationists, commercial fishermen, farmers, or the U.S.

government. Instruct each group to research its positions on the environmental and economic aspects of the issue, and identify a solution for the problem. Have each group present its positions and solution during a panel discussion. Following the presentations, discuss the benefits and drawbacks of the proposed solutions. To what extent do you think politics will impact the outcome of this issue?

LINKS:

<http://www.removedams.org/index.cfm>

<http://www.oz.net/~sockeye/>

<http://www.nmfs.noaa.gov/>

<http://www.usace.army.mil/>

EDITOR'S NOTE:

Jamaica
tourism
migration
Columbia River
salmon
conservation

NEWS CHRONICLE

Democracy in America: Balance of Power

1. What two chambers comprise the U.S. Congress? How do these two chambers differ? What recent incident powerfully demonstrated the differences between the House and the Senate? Why?
2. When are the U.S. congressional elections taking place? How many House and Senate seats are up for grabs? Why is the political composition of the House and the Senate significant?
3. When did the position of U.S. senator become an elected office? In your opinion, what are the pros and cons of electing, versus appointing, U.S. senators?
4. What does the term "bicameral" mean? How does a bill become a law? Why is this often a long process? What are the benefits and drawbacks of this process? Give an example.
5. What are the three branches of the U.S. government? Why is there a system of "checks and balances" among them? What is the origin of this system? Have students create a diagram that illustrates the system of checks and balances. Then, direct students to demonstrate their understanding of this principle by having them bring in news articles that illustrate checks and balances in action (for example, the president's appointment of a federal judge, congressional approval of a presidential appointee, etc.). After students present their information, ask: Do you think the system of checks and balances is foolproof? Why or why not?
6. Refer students to the websites below, and to local newspapers, to learn about their congressional representatives. Have students prepare a profile about each representative, including his/her professional background, voting record on key issues, and years of congressional service. Ask students to describe each representative's political orientation. After students present their findings, invite a congressional representative to speak to your class about the system of checks and balances, and how it impacts their work.

LINKS:

<http://gi.grolier.com/presidents/ca/side/checks.html>

<http://www.house.gov/>

<http://www.senate.gov/>

<http://www.house.gov/house/Educat.html>

EDITOR'S NOTE:

checks and balances

U.S. Congress

bipartisan

pork barrel

constituents

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 20, 2000

TEACHERS: For more information and resources, including an extended guide, on today's VIRUS ENCOUNTERS series, go to http://turnerlearning.com/newsroom/ss_virus0900_gde.html.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30...02:05

Special Series ... 06:45...08:50

Viruses and bacteria can be easily transmitted.

Special Series ... 07:00...15:50

What is an infectious disease?

DAILY DESK ... 00:35...16:25

Business Desk ... 00:45...17:10

The U.S. Senate votes to permanently normalize trade ties with China.

WORLDVIEW ... 00:25...17:35

Culture Watch ... 04:00...21:35

The "Meet the People" program enables tourists to sample the culture of Jamaica.

NEWS CHRONICLE ... 00:25...22:00

Special Series ... 05:30...27:30

What are the best ways to prevent and treat infectious diseases?

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Special Series: Virus Encounters: Part 1

1. Why has the number of meningitis cases increased since 1990? What is believed to be the first illness scientists identified? In what year was it discovered? Which major disease spread throughout the European continent in the 1300s? What measures have scientists developed to fight infectious diseases? What is the only infection that scientists have been able to eliminate? What percentage of Africans have died as a result of HIV?

2. What lifestyle factors do you think increase the risk of transmission of infectious diseases? What external factors (temperature, rainfall, etc.) are involved? Why do you think people's increased mobility has made it difficult to combat the spread of infectious diseases?
3. While a vaccine for HIV has not yet been developed, treatments for the condition (AIDS) that it causes have been developed. While these treatments have been somewhat successful in improving the quality, and often the length, of lives of AIDS patients, they are very expensive. Working in small groups, have your students research current treatments for AIDS. Then bring the groups together to discuss the role they think the United States government should play in providing treatment for its citizens with AIDS. Expand the discussion to include any possible role your students think that the U.S. government should play in providing treatment to citizens of Africa, and other areas that have been hit hard by HIV and AIDS.
4. **Teachers:** *For more information and an extended educational guide on VIRUS ENCOUNTERS, please go to the last website below.*

LINKS:

<http://www.who.int>
<http://www.cdc.gov/ncidod/diseases/index.htm>
<http://www.avert.org/statindx.htm>
<http://www.bocklabs.wisc.edu/outbreak.html>
http://turnerlearning.com/newsroom/ss_virus0900_gde.html

Special Series: Virus Encounters: Part 2

1. What are some of the ways that infectious diseases can be spread? Which two types of germs cause the most infections? What are some of the diseases that are caused by viruses? By bacteria? What can be done to treat a bacterial infection? Why is it important not to kill ALL of the bacteria in our bodies?
2. Although infectious diseases are the third leading cause of death in North America, it remains the number one killer throughout the rest of the world. Why do you think there is such a significant difference in these statistics? What do you think can be done outside of North America to decrease the number of deaths caused by infectious diseases? What roles might politics, education, and economics play in a country's effort to conquer infectious disease?
3. Working individually or in small groups, have students conduct library research in one of the following areas:
 - o Beneficial bacteria
 - o The history of the polio vaccine's development
 - o How viruses and bacteria are alike and different
 - o Recent incidents of food-borne bacterial illnesses
 - o Proper methods for storing and cooking foods to prevent bacterial growth.

Have students present their research as either oral reports or slideshows. Follow each presentation with a brief question and answer period to allow for increased clarity and understanding of the content.
4. **Teachers:** *For more information and an extended educational guide on VIRUS ENCOUNTERS, please go to the last website below.*

LINKS:

<http://www.cdc.gov>
<http://www.cdc.gov/ncidod/index.htm>
<http://pharminfo.com>
<http://www.hhmi.org>
http://turnerlearning.com/newsroom/ss_virus0900_gde.html

EDITOR'S NOTE:

bubonic plague
meningitis
pandemic
smallpox
vaccine
influenza
infectious disease

DAILY DESK**WORLDVIEW****Culture Watch: Jamaica: "Meet the People"**

1. What is Jamaica's motto? How does this motto describe the culture that is unique to Jamaica? What role does tourism play in Jamaica's economy? What attractions are available to those who visit the island?
2. What is the "Meet the People" program? Why did the Jamaica Tourist Board create this program? How does the program enable visitors to sample the local culture and flavor of Jamaica? How are visitors and locals who participate in "Meet the People" matched with each other? What kinds of things do the visitors experience?
3. One of the ways to get to know the people of a culture is to learn some of their language. Refer students to the second website below for a Jamaican glossary. As a class, read and discuss some of these terms and what they tell us about the Jamaican culture. Divide the class into small groups, and have each group plan a hypothetical trip to another country. Have each group research and create a glossary of words that are native to that country that might be helpful on this trip. Have each group present its destination and words, and have the rest of the class see if they can guess what each word or term means.

LINKS:

<http://www.jamaicans.com/>
<http://www.jamaicans.com/speakja/glossary.htm>
http://www.linkbank.net/get_links/default/jamaica
<http://www.cabinet.gov.jm/>

EDITOR'S NOTE:

Jamaica
tourism
motto
Caribbean

NEWS CHRONICLE**Special Series: Virus Encounters: Part 3**

1. How many Americans die each year from complications of the flu? How many people have been infected with the AIDS virus worldwide? To what temperature should hamburgers be cooked to kill any bacteria? What is the proper way to defrost hamburger meat?
2. How many Americans experience some form of foodborne illness each year? What measures do you think restaurants should take to prevent foodborne illnesses? Have students assume that they

are inspectors with the Department of Health, and that a part of their responsibility is to inspect restaurants for cleanliness and safe food-handling practices. Ask students: How would you expect to find the following items stored: canned goods, bagged goods (like sugar and flour), fresh vegetables and meats? How would you expect to find cooked foods stored? If the restaurant had a buffet or serving line, what conditions would you expect to find there?

3. Point out to students that because of electronic media, such as the Internet, more information is available now than ever before. Refer students to online resources and their school nurse to research the following questions: Do you think having increased access to medical information has impacted, or will impact, the classic doctor-patient relationship? Explain. In this new era of information, what role do you think a patient should have in his/her treatment? Does the fact that people pay doctors for their services mean that consumers should be able to determine what those services will be? Explain.
4. Conduct an infectious diseases study with your class. Have students keep daily journals of the viral and bacterial infections that they experience over the course of three months. For each illness, have students identify: the type of infection, possible causes, severity of symptoms, and its duration. At the end of three months, have students compile their research and create a chart that depicts their information. As students compare their experiences, ask:
 - Which types of infections occurred the most?
 - Are there any commonalities among the students who were sick most often? Least often?
 - Is there a central "oasis" for any of the infections to which most of those infected can be traced?
 - Do other factors, such as number of siblings or amount of sleep, play a role in the frequency of infection?
 - Is there a correlation between the amount of exercise a student gets and the frequency of infection?

Discuss the answers to these questions and what modifications, if any, students indicate they are going to make as a result of analyzing this data.

5. **Teachers:** *For more information and an extended educational guide on VIRUS ENCOUNTERS, please go to the last website below.*

LINKS:

<http://www.mayohealth.org/mayo/9812/htm/cold/index.html>

http://www.med.usf.edu/FAMILY/Health_Education_Projects/cold-htran.htm

<http://www.commoncold.org/>

<http://www.epa.gov/iaq/pubs/sbs.html>

http://turnerlearning.com/newsroom/ss_virus0900_gde.html

EDITOR'S NOTE:

bacteria

viral

antibiotic

prevention

immunization

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 21, 2000

When teachers use CNN NEWSROOM, they see news linked to the curriculum through discussion questions and activities. Enrollment is FREE. Call 1-800-344-6219 or enroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:45...02:05

Top Story ... 04:00...06:05

- White House officials worry about the stability of oil prices.
- Political pressure mounts for Pres. Clinton to take action.

In the Headlines ... 03:05...09:10

Businesses scramble to get their share of China after Congress approves normal trade relations.

DAILY DESK ... 00:35...09:45

Science Desk: Olympic Cycling Technology ... 02:00...11:45

Technology helps athletes prepare for Olympic cycling competition.

WORLDVIEW ... 00:25...12:10

Inside Europe ... 03:15...15:25

After 16 years, Stonehenge is open to the public.

Wild Kingdom ... 03:30...18:55

Chinese fishermen are jeopardizing reef fish populations.

Taking Care of Business ... 03:15...22:10

New York City officials are recruiting Austrian teachers.

NEWS CHRONICLE ... 00:30...22:40

Our World ... 02:20...25:00

Young performers must balance their careers and education.

Beyond the Game ... 02:10...27:10

Australia's Olympic medalist stamps are breaking records of their own.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Oil Impact

1. Why are White House national security officials worried about the stability of some oil producing nations? Which nations cause them particular concern? Why? Why are U.S. officials concerned about the intentions of Iraqi President Saddam Hussein? What effect could his cutting oil production have on his country? On the international community?
2. What are economic sanctions? Which oil producing nations are under some form of economic sanctions? What is this policy "costing" in terms of oil supply? How does the "cost" of sanctions compare to the "cost" of military action? Who is the only candidate that has so far argued against the use of unilateral sanctions? Do you agree or disagree with him? Explain.
3. What are New England lawmakers asking President Clinton to do in anticipation of soaring oil prices this winter? What is the strategic oil reserve? When was the last and only time that a president tapped this reserve? How are rising oil prices affecting Europe? What are the other options under consideration by the U.S.?
4. How is the politics of oil already playing into the U.S. presidential election? Why do you think New England lawmakers would ask the president to make oil from the nation's emergency stockpiles available for consumer purchase? Do you think the lawmakers' motives are altruistic or political? State your rationale. What do you think is likely to happen? Why? To what extent do you think the upcoming election is playing a role in resolving this problem?
5. Inform students that, according to the U.S. Department of Energy, "disruptions in global oil markets and energy price shocks have been followed by recessions three times in the past 25 years." Discuss how oil supply problems and price hikes could have economic ripple effects. Ask students to consider, if they were advisers to the president, what they would recommend. Have each student write a paper in which he/she offers support or opposition for tapping the nation's strategic oil reserve in response to rising oil prices.

LINKS:

http://www.house.gov/science/doe_7-31.html

<http://www.api.org/consumer/runningout.htm>

http://www.fe.doe.gov/spr/spr_facts.html

<http://www.fe.doe.gov/spr/heatingoil/index.html>

<http://www.cnn.com/2000/ALLPOLITICS/stories/09/20/congress.oil/>

In the Headlines: China Trade

1. What could be the next step in China's quest to enhance its global trade? What is the WTO? In spite of its new Permanent Normal Trade Relations status, what concerns are being raised about China? Why do you think many businesses are ignoring these concerns?
2. How is China's entry into the WTO expected to affect business there? What are local companies hoping their government will do to protect them? Why do many observers believe that monitoring compliance won't be easy?
3. Working in groups, have students conduct research to learn more about China's current economic system, and share their findings. Then ask students to consider how China's entry into the global market, via the World Trade Organization, could change its economic climate. Have students predict what China's economy might be like ten years from now. How might economic change create a climate for political change? Do students think political change is possible in China? Discuss.

LINKS:

<http://www.freetrade.org/pubs/briefs/tpb-005es.html>

<http://www.afpc.org/issues/wei.htm>

<http://www.hrichina.org/>

EDITOR'S NOTE:

OPEC

sanctions

Saddam Hussein

instability

strategic petroleum reserve

euro

compliance

WTO

DAILY DESK

Science Desk: Olympic Cycling Technology

1. What do the pedals on Mari Holden's bike measure? What kind of output is it estimated that Mari Holden will have to maintain in the Olympics to win a medal? Why is this kind of analysis necessary? What corrections have been suggested for her to improve her performance?
2. What do you think the role of scientific research should be in organized sports? What advantages does scientific analysis, such as this one, provide for the athlete? Do you think all athletes should be provided equal access to this kind of data, or is this a part of the natural competitive process? Explain.
3. Have your students experiment with measuring force using self-constructed force meters:
 1. Have each student bring in a three foot long, 2" x 4" piece of wood, with a 1" nail driven into it on one of the wide faces, 1" from the top. Encourage students to use appropriate safety precautions when doing this at home.
 2. Have students draw lines across the wood in one-inch increments measuring downward from the nail and label them in the center.
 3. Have students wind a sturdy rubber band around the nail two or three times.
 4. Holding the wood upright, have students attach objects to the rubber band using an "S" hook.
 5. Have students measure the distance the rubber band moves downward (starting at the nail each time) for each object using the 1" increments on the wood. Have students make tables out of their data comparing objects and their relative pulls on the force meter. Tell students that they are measuring the pull of the force of gravity on their objects and that these will vary because gravity varies according to the mass of an object.
 6. Have students hold one of the objects in place and pull upward on the wood. Tell students now they are measuring the force being applied to the object by an outside source.

Discuss ways in which this crude device performs similar functions to the technology mentioned in the story. Ask students: In what part of the experiment did you measure downward force? Upward force? What other applications can you find for this device?

LINKS:

<http://www.mariholden.com/index.htm#new>

<http://www.sciencenet.org.uk/soundofsci/sport.html>

<http://www.exploratorium.edu/sports/>

<http://www.sportsci.org/>

EDITOR'S NOTE:

biomechanics
efficiency
performance
cyclist

WORLDVIEW

Inside Europe: Britain Stonehenge

1. What is Stonehenge? Where is it located? Why was Stonehenge closed to the public for 16 years? Why is Stonehenge considered one of the Earth's mysteries? Who are the Druids? Why do many Druids believe Stonehenge is a sacred place?
2. Historians estimate that the original Stonehenge, found in England, was built in three phases. The initial building probably began around 1900 B.C. It wasn't until the year 1740, however, that Dr. William Stukeley was the first to suggest that the stones were astronomically aligned. Help your students to research more facts about Stonehenge and have them share their findings in a class discussion.
3. Divide your class into small groups. Challenge each group to research and prepare a presentation about another mysterious place like Stonehenge. After students share their information, ask: Why do these "mysteries of history" fascinate us?

LINKS:

<http://www.cnn.com/2000/WORLD/europe/06/21/stonehenge.druids/>
<http://www.activemind.com/Mysterious/Topics/Stonehenge/index.html>
<http://www.britannia.com/wonder/earth/thehenge.html>
<http://www.mysteriousplaces.com/stonehenge/index.html>
<http://www.mysteriousplaces.com/>

Wild Kingdom: Hong Kong Reef Fish

1. What is a coral reef? How much reef fish is imported by China each year? Why are reef fish in demand in China? What type of reef fish is vulnerable to overfishing by Chinese fishermen?
2. Why do Chinese fishermen consider Indonesia and the Philippines dangerous sources for reef fish? Where are Chinese fishermen catching reef fish? Why are conservationists concerned about this practice? What steps are conservationists taking to ensure that China practices safe and sustainable fishing?
3. Why are coral reefs important? Refer students to the websites below to identify how depleting the reef fish stock would impact coral reefs and their ecosystems, China's fishing industry, and consumers. After students present their findings, divide your class into four groups. Have each group represent one of the following bodies: Fishermen, government regulators, conservationists or scientists. Facilitate a panel discussion in which these groups voice their perspectives on the current problems facing coral reefs and reef fish. As a class, identify possible solutions to the problems associated with overfishing coral reefs.

LINKS:

<http://www.people.fas.harvard.edu/~goreau/>
<http://www.wri.org/biodiv/b02-koa.html>
<http://mbgnet.mobot.org/salt/coral/faq.htm>
http://www.pbs.org/wgbh/nova/el_nino/reach/coral1.html
http://www.seaworld.org/coral_reefs/habdiscr.html

<http://www.iucn.org/themes/marine/fish.html>
<http://www.enn.com/yoto/multimedia/index.asp>

Taking Care of Business: Austrian Teachers

1. Why are New York City officials recruiting teachers from Austria? Why are math and science teachers the focus of their recruiting efforts? How do Austrian teachers benefit from teaching in the U.S.?
2. What skills and attributes do you think a good teacher should possess? Do you think recruited teachers should be granted permanent resident status after they have completed their teaching contracts? Why or why not?
3. Have each student interview a teacher about the following issues:
 1. Why he/she chose to teach
 2. The benefits and drawbacks of teaching
 3. The changes that have occurred within the teaching profession during his/her career
 4. Ways to improve the teaching profession.

After students have shared their information, inform them that, according to the National Education Association, "America needs to hire two million new teachers over the next decade." Ask: What can colleges, universities and school systems do to recruit more people into the teaching profession? Should schools of education lower their standards for admission? Should the government raise taxes to increase teachers' salaries? How might businesses and corporations participate in the process? What are the benefits and drawbacks of hiring teachers from abroad?

LINKS:

<http://www.aft.org/research/salary/home.htm>
<http://www.nea.org/teaching/santana.html>
<http://www.edweek.org/sreports/qc00/>

EDITOR'S NOTE:

Stonehenge
solstice
druids
coral reef
Cantonese cuisine
exchange teachers
scholar visa
recruits

NEWS CHRONICLE

Our World: Student Actors

1. Who is Chris Klein? Why has he put off attending college, at least for now? How does Leelee Sobieski mix career and education? How are many young actors/actresses treated when they attend college? How do you think this treatment affects their educational experience?
2. Describe how education and professional acting present unique challenges to young performers. According to Natalie Portman, how do school and acting enhance each other? Do you know a young person who faces the double pressure of school and career (or other time-consuming activity)? If so, how does he/she balance the two? If you were a professional actor or actress, what approach would you take to your education? Explain.

LINKS:

<http://www.kidactors.com/>

Beyond the Game: Australian Stamps

1. What is philately? What is the Australian Post Office doing that has set a global precedent? How is technology the key to this world record? How long does it take for the agency to sell out of these stamps? Why do you think people wait in long lines to buy them? Will Australia's Post Office make money on these stamps? Why is it creating them?
2. Ask students if they know why the U.S. Post Office would not be able to honor its current Olympic gold medalists in the same fashion. (Students who collect stamps will know that, in order to appear on a U.S. postage stamp, an individual must be deceased!) Challenge students to examine stamps from the U.S. and other countries to learn what images they prize. Have students find postage stamp samples on the Internet, or if possible, bring some to the class to share. What can be learned about a country's culture from its stamps? Why do students think philately is such a popular hobby?

LINKS:

<http://www.philately.to/>

<http://www.auspost.com.au/>

<http://www.stampsonline.com/collect/index.htm>

EDITOR'S NOTE:

student actors

tutor

philatelist

gold medal

commemorative stamp

digital technology

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 22, 2000

Show your students how others developed ideas, communicated, and altered the course of history!
ENROLL NOW in TCM BY THE BOOK: LIVES ON FILM. Fax your name, school address and phone number to TCM (770)739-7085.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:35...02:00

Top Story ... 04:15...06:15

- Republicans blame the Clinton-Gore Administration for the lack of a national energy policy.
- The strategic petroleum reserve was created for national emergencies.

DAILY DESK ... 00:35...06:50

Editor's Desk ... 02:45...09:35

Mental conditioning enhances Olympic athletes' abilities.

WORLDVIEW ... 00:25...10:00

Artistry in Action: Ethiopian Art ... 03:30...13:30

An Ethiopian artist captures the emotions of a war-torn nation.

Wild Kingdom ... 03:00...16:30

The international ban on commercial whaling may be lifted.

Check it Out ... 03:15...19:45

Participants test their intelligence at the Mind Sport Olympiad.

NEWS CHRONICLE ... 00:25...20:10

Special Series ... 03:30...23:40

CNN NEWSROOM profiles political activist Gloria Molina.

Goodbye, Andy! ... 03:10...26:50

CNN NEWSROOM bids farewell to anchor Andy Jordan.

CNN NEWSROOM CLOSE ... 01:10... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Oil Impact

1. Why are Republicans blaming the Clinton-Gore Administration for rising oil prices? How high is the price of home heating oil expected to rise this winter? How is the Secretary of Energy responding to critics of his department and of the administration?
2. What is the strategic oil reserve? How did Secretary Richardson feel last March about making oil from the reserve available to consumers? Why do you think President Clinton is considering a change in this policy now? What would the Republicans like to see him consider as a way to address high oil prices? Why is the Clinton Administration blaming the Republicans for the country's energy problems?
3. Why and by whom was the strategic oil reserve created? How many barrels of crude oil are housed in the reserve? When has the reserve been used in the past?
4. What other factors are contributing to this complicated situation? How might presidential action to tap the strategic petroleum reserve impact the price and supply of home heating oil this winter? What upcoming date is helping to drive the debate over how to handle this oil "crisis"? Why?
5. Read this Department of Energy statement on the mission of the strategic petroleum reserve to your class:

"The strategic petroleum reserve (SPR) mission is to reduce U.S. vulnerability to economic, national security, and foreign policy consequences of petroleum supply interruptions by discouraging supply disruptions as a tool of other nations, and by adding to crude oil supplies in the United States, in the event of a disruption due either to political, military or natural causes."

As a class, analyze this mission statement. Then generate a class discussion focusing on these questions:

- Why do some want President Clinton to release oil from this reserve to the public?
 - What effect could such a move have on oil supply and prices?
 - Should President Clinton release oil from this reserve to the public now? Why or why not?
6. House Republicans accuse the Clinton-Gore Administration of "putting environmental roadblocks before increased domestic oil and gas production." In the video, we hear Representative Dan Burton say, "We need a policy that will help us become more self-sufficient. We have enormous deposits of oil and gas that are off limits. We need to take another look at that." Read this quote to students and ask them to analyze what Rep. Burton is saying. What deposits of oil and gas are "off limits," and why?
 1. Have students work in groups to examine options that might make the U.S. more self-sufficient, including the possibility of oil drilling in environmentally-sensitive areas like the Alaskan wilderness.
 2. Have groups share their information.
 3. Point out that, in 1993, when President Clinton took office, the U.S. depended on other countries for 50% of its oil. Now that figure is up to 59%. Ask students whether they believe the U.S. should explore options for self-sufficiency, even at the expense of the environment.

LINKS:

http://energy.er.usgs.gov/products/papers/World_oil/oil/nam_map.htm
<http://www.alaskamagazine.com/faq/oil.html>
<http://www.api.org/news/backup/newsreleases/312npra.htm>
<http://www.fe.doe.gov/spr/spr.html>
<http://bia.osti.gov/html/budget/srp.html>
<http://cnnfn.cnn.com/poll/spr0921.HTML>

EDITOR'S NOTE:

constituents
strategic oil reserve
untenable
rationing
commodity market
oil boycott
economic chaos
Election Day

DAILY DESK**Editor's Desk: Olympic Mental Games**

1. What is "mental conditioning"? What types of mental conditioning techniques are mentioned in the story? How do Olympic athletes benefit by training mentally for the Olympic games? Give an example. Why do you think it takes years to master "mind over body control"?
2. Do you participate in sports? If so, what physical and psychological challenges have you experienced as an athlete? What is the role of an athletic coach? How do coaches help athletes mentally prepare for competition? Describe different types of coaching styles. In your opinion, which approaches are the most effective? Why?
3. What is sport psychology? Why do people contact sport psychologists? Refer students to the websites below to learn more about the field of sport psychology. You may want to point out to students that "sport psychologists are concerned with the study of psychological and mental factors that influence and are influenced by participation in sport, exercise, and physical activity, and how this knowledge can be applied to everyday settings."

Group students. Have each group prepare a presentation about a mental conditioning technique such as relaxation training and imaging. Instruct the groups to demonstrate the techniques and how they can be used to improve people's performances in both athletic and nonathletic settings, such as on the job or at school.

LINKS:

<http://www.aaasponline.org/index2.html>
<http://www.aaasponline.org/wisp.html#whatis>
<http://www.psyc.unt.edu/apadiv47/links.htm>
<http://www.mindtools.com/page11.html>

EDITOR'S NOTE:

sport psychology
drag
perspective
visualization

WORLDVIEW**Artistry in Action: Ethiopian Art**

1. Who is Daniel Taye? What are the themes and subjects of Mr. Taye's paintings? What effect does painting have on Mr. Taye? Why do you think his work has been so well received throughout the world?
2. Have students work in groups to learn more about Ethiopia and its border war with Eritrea. To help students focus their research, instruct them to consider the following questions:
 - What is the reason for the fighting between Ethiopia and Eritrea?
 - To what nation did Eritrea belong before its people secured its independence in 1993?
 - What boundaries does Eritrea use in defining its nation?
 - How has this interpretation of Eritrea's national borders prompted violence?
 - How has the conflict affected the health and welfare of these nations' citizens?
 - What is the status of the conflict?
 - What is the role of the United Nations in the conflict?

After students present their findings, have them discuss whether or not they think Ethiopia and Eritrea can achieve lasting peace.

LINKS:

<http://www.cnn.com/2000/STYLE/arts/08/28/ethiopian.taye/index.html>

<http://www.cnn.com/2000/WORLD/africa/09/09/ethiopia.eritrea.ap/index.html>

<http://etonline.netnation.com/>

http://www.sas.upenn.edu/African_Studies/Country_Specific/Eritrea.html

Wild Kingdom: Whaling Convention

1. When and why was the international ban on commercial whaling established? Has this moratorium been effective? Explain. Which nations want to lift the ban on commercial whaling? Why? Why are some people against lifting the ban?
2. Which species of whale would be the prime target of commercial whaling if the whaling ban were lifted? What is the stance of the Japanese fishing industry on this issue? Refer students to multimedia resources, including the websites below, to learn about the minke whales and their ecosystem. Divide your class into two groups. Have each group create a chart depicting how either the minke whale's ecosystem or the Japanese fishing industry would be affected if minke whales were to become extinct.
3. Which countries have continued to hunt whales during the 16 year ban? Challenge students to use the Internet and other resources to learn more about modern-day whaling: What countries are engaging in this business? What whale products do they sell and use? Share student findings and ask students to consider the environmental, economic and political impact if commercial whaling were to resume. Then have each student write an essay in response to the question: Should the international whaling ban be lifted?

LINKS:

<http://www.cnn.com/2000/NATURE/09/05/japan.whaling.ap/index.html>

<http://whales.magna.com.au/DISCOVER/MINKE/minkes.html>

<http://ourworld.compuserve.com/homepages/iwcoffice/iwc.htm>

<http://luna.pos.to/whale/iwc.html>

<http://www.greenpeace.org/>

<http://earth.agu.org/revgeophys/butman01/node4.html>

Check it Out: Mind Olympiad

1. What is the Mind Sport Olympiad? What games are played at this event? Why did the Chinese government remove six-year-old Xingwue from his parent's home? Do you think this was an "intelligent" decision? Why or why not?

2. What makes a person intelligent? Use this story to introduce students to Dr. Howard Gardner's theory of Multiple Intelligences (MI), and how it differs from traditional intelligence theories. Refer students to the third website below to learn about traditional intelligence theories and the MI theory. You may want to point out to students that:

MI theory is "a pluralized way of understanding the intellect. Recent advances in cognitive science, developmental psychology and neuroscience suggest that each person's level of intelligence, as it has been traditionally considered, is actually made up of autonomous faculties that can work individually or in concert with other faculties. Dr. Gardner originally identified seven such faculties, which he labeled as intelligences:

1. Musical Intelligence
2. Bodily-Kinesthetic Intelligence
3. Logical-Mathematical Intelligence
4. Linguistic Intelligence
5. Spatial Intelligence
6. Interpersonal Intelligence
7. Intrapersonal Intelligence."

Challenge small groups of students to identify examples of these seven types of intelligences. After students present their information and discuss the implications of the theory, ask: To what extent are the Mind Sport Olympiad games a measure of a person's intelligence?

LINKS:

<http://www.msoworld.com/>
<http://www.msoworld.com/links/pages/>
<http://edweb.gsn.org/edref.mi.hist.html>
<http://sesd.sk.ca/teacherresource/themelinks/mi.htm>

EDITOR'S NOTE:

Ethiopia
 Eritrea
 International Whaling Commission
 humane
 ban
 mind games
 chess
 brain power

NEWS CHRONICLE

Special Series: Hispanic Heritage: Gloria Molina

1. Who is Gloria Molina? How would you describe her personal politics? Why do some believe she is the most influential Latina in the U.S.? What is her full-time job?
2. How did Ms. Molina first become involved in politics? What kind of response did she get when she first ran for office? Since then, what kind of reputation has she earned? What other offices has she sought and won?
3. Who is Gloria Molina's inspiration? For what purpose does Ms. Molina want to use her influence? Why do you think she wants to motivate others to "challenge the system"?
4. Many Hispanic Americans have dedicated their lives to public service as government leaders, military personnel, and public safety officers. Have students profile some of these individuals. The second and third websites below offer information, or students may choose to interview local Hispanic Americans in government, the military, or public service. Celebrate Hispanic American

Heritage Month by having each student present his/her profile to the class.

LINKS:

<http://molina.co.la.ca.us/>

<http://lweb.loc.gov/rr/hispanic/congress/>

<http://latinoculture.about.com/culture/latinoculture/library/weekly/aa070400b.htm?iam=dpile&terms=His>

Goodbye, Andy!

1. What are some of the stories Andy Jordan has covered? How would you describe his style of reporting? What are some of the skills one would have to have in order to be a good anchor/reporter? What questions would you ask Andy Jordan if you could interview him? Does a career in the field of journalism interest you? Explain.

LINKS:

<http://turnerlearning.com/newsroom/index.html>

EDITOR'S NOTE:

Hispanic Heritage Month

Gloria Molina

L.A. County Board of Supervisors
advocate

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 25, 2000

Keep bringing the world to your classroom. Reenroll in CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:30...01:40

Top Story ... 06:35...08:15

- Do presidential debates matter to voters?
- The AFL-CIO flexes its political muscle.

In the Headlines ... 02:30...10:45

Pres. Clinton's decision to release oil from the national reserve draws fire from Republicans.

DAILY DESK ... 00:30...11:15

Environment Desk ... 02:00...13:15

Urban sprawl is threatening Georgia's state parks.

WORLDVIEW ... 00:25...13:40

Culture Watch: Sydney Profile ... 04:35...18:15

The Olympic host city prides itself on its architecture and history.

One World Habitat: Shanghai Recycling ... 03:45...22:00

Shanghai residents sort their trash as an effort toward recycling.

Artistry in Action: Finland Sand Castle ... 03:15...25:15

Finland is the home of the world's tallest sand castle.

NEWS CHRONICLE ... 00:25...25:40

Beyond the Game: Olympic Pins ... 01:40...27:20

Pin collecting has become the unofficial side sport of the Olympics.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Campaign 2000

1. What political "first" took place forty years ago this Tuesday? How many people watched that first televised debate? How did whether you watched or listened impact what you thought of the outcome of the debate?
2. What have been some of the defining moments of televised presidential debates? How can formats make a difference? What organization determined the dates and places of this year's presidential debates? Do you agree or disagree with Bruce Morton when he says that debating is "a skill a candidate will need" in the foreseeable future? Explain. What other skills might a candidate need at a time when television is a significant source of information for many? Why?
3. What is the AFL-CIO? How is the organization conducting a grass-roots political effort in Pennsylvania and other key battleground states? Which party and presidential candidate is the AFL-CIO supporting? What is the organization's political director predicting about this year's union turnout? Why is there a "tough sell" among some of the blue collar workers in conservative Central Ohio? What issue seems to override all others for the union workers seen in the video? Why do you think this is so?
4. The presidential debates often make an impression on voters, thereby helping to shape their views of the candidates. Have your students work in small groups to research past televised presidential debates. The second website below should be of assistance. Direct each group of students to choose one presidential debate and determine its "defining moments." Are there any quotes, images or actions that forever characterized that debate? Have each group share its findings. Discuss how the Television Age has impacted the presidential campaign and the skills one must have to win the election.
5. Point out to students that the AFL-CIO is one example of a special interest group. These groups often work to influence the political landscape by furthering their own agendas. Lead a class brainstorming session to generate a list of other special interest groups. Then direct students to the last website below to examine which special interests are financing political campaigns, and who is receiving their money. In class discussion, note the political preferences of some of the groups listed by the class. Do students think special interest groups are "buying" political influence, or are they legitimately supporting candidates with whom they agree? Discuss.

EXTENSION: Inform students that many of these groups actually give money to the political parties, in part because there are legal limits on the amounts that can be given to individual candidates. These party contributions are sometimes called "soft money." Ask students how unions and other organizations might be able to promote their agendas using soft money. Discuss some of the positives and negatives that could be associated with soft money. Do students think soft money should be allowed in political campaigns? Have students write opinion papers in response to this question.

LINKS:

<http://www.debates.org/>
<http://www.debates.org/pages/debhis.html>
<http://www.cnn.com/ALLPOLITICS/>
<http://www.aflcio.org/home.htm>
<http://www.nationalcenter.org/UnionCash298.html>
<http://www.opensecrets.org/>

In the Headlines: Oil Release

1. What has happened to the supply of heating oil in the U.S. since last year? What has President Clinton done in an attempt to remedy this situation? Why are Republicans critical of this move? Why do some claim that the release of this oil won't help the situation?

2. How would Republicans deal with the issue of dwindling oil supplies? What do analysts think of these ideas? Why do the analysts believe that releasing oil from the strategic petroleum reserve sends a "bad message" to the public? When is this oil expected to hit the market? What could happen if this release doesn't solve the supply problem?
3. Refer students back to the video, and the "message" that some analysts believe the release of SPR oil sends to consumers. Ask students: In a free market economy, should the government intervene to influence the price of a particular commodity, like oil? How will the intervention impact prices in the long run? Why? Do students think the president's action promotes or undermines oil conservation? Why? Discuss.

LINKS:

<http://www.cnn.com/2000/ALLPOLITICS/stories/09/24/cheney.oil/index.html>

<http://www.fe.doe.gov/spr/spr.html>

EDITOR'S NOTE:

Commission on Debates

John F. Kennedy

Richard Nixon

organized labor

AFL-CIO

exit polls

grass-roots activism

refineries

DAILY DESK

Environment Desk: Urban Sprawl and Parks

1. What was the original purpose of state parks? What role are they increasingly assuming? What are the two biggest problems they face?
2. What strategies do you think should be employed to keep these parks from becoming isolated in a sea of urban development? Who would enforce the new rules these strategies would require? What advantages and disadvantages would result from transforming some of these state parks into city parks? In which circumstances, if any, would that be a recommended course of action?
3. Discuss how land use is determined in your community. Tell students that land is designated, or zoned, by municipalities for certain types of uses. This ensures that the land will not be used in ways with which the community disagrees, or in ways harmful to the environment. Have your students create maps of a local community, and try to infer what zoning restrictions and land use ideas are in place.
 - Working in small groups, have students begin by drawing street maps.
 - Have groups write down as much detail regarding the function of the land and its features as possible. This might include features such as width and primary function of streets, types of buildings, parking, etc.
 - Have students make sure their maps include at least three types of land use: residential (single and/or multi-family), commercial, and public.
 - On the back of their maps, have groups write paragraphs describing how they think the zoning lines for the area are drawn, and explaining the original intended use for this area.

Discuss what elements should be taken into account when a land use plan is created, and apply this knowledge to the state park preservation issue.

LINKS:

<http://www.policy.com/issuewk/98/0420/index.html>

<http://www.plannersweb.com/sprawl/home.html>

<http://www.crest.org/efficiency/nrdc/mobility/sprawl.html>
<http://www.ncpa.org/ba/ba287.html>

EDITOR'S NOTE:

urban sprawl
buffer zone
municipalities
encroachment

WORLDVIEW

Culture Watch: Sydney Profile

1. Where is the city of Sydney located? What geographical feature is the city's focal point? What two architectural marvels can be found on the harbor?
2. Why did Australia decide to build the opera house? When was construction begun? How long did it take to build the Sydney Opera House? Why did it take so long? What are some of the features of this structure?
3. What adventure awaits tourists to the Sydney's Harbor Bridge? Is this something you'd consider trying? Why or why not? What is "The Rocks"? Who first settled there? What does "The Rocks" represent to many in Sydney today? Why?
4. How is Sydney's spirit "reflected in its diversity"? What do you think it means when it is said that Sydney is a city that is "young at heart"? How is Sydney trying to position itself as a "global city"?
5. Inform your students that Sydney is not only a beautiful city, but a center of commerce as well: One-third of all of Australia's imports come through Sydney. Challenge your students, working in groups, to search for and note other interesting facts about the city, in categories such as history, geography, business, culture, and the arts. Have groups combine their efforts and create a quiz game that helps younger students learn about this summer's Olympic host city.

LINKS:

<http://australiannews.net/>
<http://www.sydney-australia.net/tourism/sydney/history/sydhist1.html>
<http://www.meeto.com.au/>
<http://www.jeack.com.au/~popw/sydney.html>
<http://www.cityofsydney.nsw.gov.au/>
<http://www.koalaexpress.com.au/sydneyaustralia.htm>

One World Habitat: Shanghai Recycling

1. In what country is Shanghai located? What kind of new trash trucks can now be seen on the city's streets? Explain how Shanghai residents will be sorting their trash. How do the residents seem to be responding to this program?
2. What did the city's government do to change local minds about recycling? Why do you think that some people still resist these efforts? Why is recycling, "not just a change in habit, but a matter of civilization" for Shanghai?
3. Shanghai is not alone in its trash sorting and recycling efforts. Many cities around the world acknowledge the benefits of these practices and rely on them to handle waste problems. Divide

your class into groups, and have each group select a site, anywhere in the world, to research. Have each group determine how its chosen country or city uses recycling to deal with its trash, what kinds of garbage is recycled, and how the process takes place. Have each group report on its findings. Compare other cities' and countries' recycling efforts to what is happening in your area: Is your community doing its part to recycle its share of the world's trash?

LINKS:

<http://www.shanghai-daily.com/index.html>

<http://gochina.about.com/travel/gochina/library/weekly/aa103199.htm>

<http://www.dep.state.pa.us/dep/deputate/airwaste/wm/recycle/FACTS/Benefits.htm>

<http://environment.about.com/newsissues/environment/cs/recyclingworld/index.htm?iam=dpile&terms=r>

Artistry in Action: Finland Sand Castle

1. Where is the world's tallest sand castle? How large is it? Convert its metric measurements to U.S. equivalents. Would this sand castle fit in your classroom?
2. How was the castle constructed? What did its creators do to keep it from dissolving with the first rain? What hints do the designers give for creating sand castles of your own? Have you ever built a sand castle? If so, was it a good creative experience or an exercise in frustration? Explain.

LINKS:

<http://www.sandworld.com/>

<http://www.teamsandtastic.com/>

<http://www.subway.com/subpages//namap/usa/sandcas/>

EDITOR'S NOTE:

Sydney
aboriginal
Shanghai
refuse
organic
inorganic
classification
sand castle

NEWS CHRONICLE

Beyond the Game: Olympic Pins

1. What collectibles are thousands in Sydney lining up to buy or trade? Who is Paul Push? What does he train others to do? How much do some of these pins cost? What is a "pin head"? Why will pin trading soon reach its peak in Sydney? Why do you think so many people are caught up in pin trading?
2. Ask students to describe some of the collections they may have. Why do people collect objects like coins, stamps, trading cards, autographs, and the like? Discuss what it is that makes these objects "valuable," and to whom they have value. Have groups of students search the Internet for sites that buy and sell collectibles, and note which seem to be the most expensive. Ask: What factors contribute to the value of a collectible item? Why?

LINKS:

<http://teampins.com/>

<http://www.pinfever.com/>

<http://www.pindemonium.com/>

EDITOR'S NOTE:

marathon
side sport
pin collectors
frenzy

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 26, 2000

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:05... 01:05

TODAY'S NEWS ... 01:15...02:20

Top Story ... 05:00...07:20

-European reaction to Yugoslavia's elections has been swift.
-The U.S. hopes that Slobodan Milosevic will concede defeat.

DAILY DESK ... 01:00...08:20

Health Desk ... 01:50...10:10

Experts recommend measuring body fat to determine if someone is unhealthily overweight.

WORLDVIEW ... 00:25...10:35

Culture Watch: Modern Aussie Food ... 04:40...15:15

Chefs are busy creating a new definition of "Australian cuisine."

One World Habitat: Forests ... 05:45...21:00

Forests around the world are in danger of extinction.

NEWS CHRONICLE ... 00:25...21:25

Democracy in America ... 03:00...24:25

New Mexico is a battleground state in this year's presidential election.

Student Bureau ... 02:35...27:00

Technology has given rise to the e-textbook.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Yugoslavia Elections

1. What are the apparent results of this weekend's national elections in the former Yugoslavia? How has the British government reacted to this outcome? Why does the Council of Europe believe that the vote "was flawed even before the polls opened"? What other national leaders are echoing the sentiment that Serbia has taken a dramatic new turn in favor of democracy?

2. Who is the Serbian leader who was apparently defeated in this election? Who was his main opponent, the man most observers believe has won the election? What had the European community promised Serbia if its people tossed Slobodan Milosevic out of office?
3. How are U.S. leaders reacting to Milosevic's likely defeat? Why hasn't the U.S. officially recognized Vojislav Kostunica as the new president? What problems could surface if Slobodan Milosevic refuses to turn over power? What could happen if he tries to "steal" the election?
4. Who is Slobodan Milosevic? Why are Western nations so anxious to see him out of power? What is "ethnic cleansing," and how did the international community react to it? As a class, review the timeline presented at the beginning of today's Top Story and the role Milosevic has played in the former Yugoslavia's contemporary history. For more information, consult the second website below, a comprehensive CNN resource on the war in Kosovo. Discuss the impact of Slobodan Milosevic's 13-year rule from the perspective of the citizens of the former Yugoslavia.

LINKS:

<http://www.cnn.com/2000/WORLD/europe/09/25/yugoslavia.elex02/index.html>

<http://europe.cnn.com/SPECIALS/1998/10/kosovo/>

<http://www.pokret.org.yu/site/english/index.html>

EDITOR'S NOTE:

Yugoslavia
communism
Slobodan Milosevic
Vojislav Kostunica
ethnic cleansing
Serbia
economic sanctions
Belgrade

DAILY DESK

Health Desk: Body Fat

1. What percentage of American adults are overweight? What is the most effective way to determine if someone is unhealthily overweight?
2. Why do you think many Americans are "obsessed" with weight? Do you think overweight people are treated differently from slender people? Explain. Do you think using a skin caliper could help change Americans' perceptions about body fat? Why or why not?
3. To help students learn more about body fat, obesity, and weight loss management, send groups of students on an online scavenger hunt to find the answers to the following questions:
 1. What is body fat?
 2. What role does body fat play in your overall health?
 3. What physical and psychological factors contribute to obesity?
 4. What health problems are associated with obesity?
 5. What steps can people take to control weight?
 6. Why do some people have trouble managing their weight?
 7. What is the Body Mass Index (BMI)?
 8. What are the drawbacks of using the BMI, versus measuring percentage of body fat, to assess health risks?

After students share their information, challenge each group to design a weight loss website for kids. Have students determine how they would incorporate medical, nutritional, exercise and psychological information. Have each group share its design and discuss.

LINKS:

<http://www.shapeup.org/>
<http://vm.cfsan.fda.gov/list.html>
<http://www.caloriecontrol.org/>
<http://www.lycos.com/health/flash/obesity.html>

EDITOR'S NOTE:

essential fat
storage fat
body fat
skin caliper

WORLDVIEW

Culture Watch: Modern Aussie Food

1. In which two cultures does Australian cooking have its roots? What other cultures have influenced Australian dishes? What are some items you might see on an Australian menu if you were visiting the country today?
2. How would you define the old style Australian cuisine? How would you define the new style Australian cuisine? What is the major difference?
3. Since Australia was settled by British and Irish immigrants beginning in the late 1700s, what kind of food would you think might have been considered "typical" Aussie food then? What other local culture may have influenced Australian food during that time? How? What cultures do you think have influenced American cooking? Why?
4. Besides the immigrants' cultural influences on Australian food, what else might contribute to the Aussie culinary style? Have students research native plants and animals (especially sea creatures) that are used in cooking there. Then have them display pictures of these plants and animals on a chart, and explain how they are used in Australian cuisine.
5. Challenge students to research what other ways they think the immigrants' cultures may have contributed to Australian life and culture. Have them find out what contributions immigrants have made to Australian life in the sciences and the arts. Then, have the students present their examples to the class.

LINKS:

<http://www.cnn.com/2000/FOOD/news/03/10>
<http://www.toptown.com/THEEDGE/yaleman/foodoz.htm>
http://www.oztravel.com.au/newsletter_archive/news1_5-ozfood.html
<http://www.lin.com.au/cats/australia.html>
<http://home.a-city.de/christoph.schmidt/links5.htm>

One World Habitat: Forests

1. What is the importance of forests for the environment? For what do people use the forest? What percent of the earth's species lives in the forest? What is the basic problem with human use of forests? What are the consequences of overuse and non-replenishment? Are there any forests which have grown back? Explain.

2. What portion of the world's forests has never been touched, or is considered virgin forest? Why have these forests remained safe from human destruction? Why do you think environmentalists think these forests are so important? If logging continues at its present pace, how long will it be before the virgin forests will be used up?
3. Why is the Amazon Rain Forest one of the most endangered? How much tropical forest disappears every second of every day? Why can't third world nations protect their forests? What other problems must they deal with before they can spend money on forest conservation and protection?
4. Which country has the largest logging industry in the world? How much untouched forest is in that country? How much is the logging industry worth there? What groups are at the center of the conflict of whether or not to log? Where is the world's single largest stretch of virgin forest? Why is it safe from logging right now?
5. According to the video, what conservation efforts are being made in Central America and China? Ask students to research what other countries are doing to preserve or renew their forests. Have them compare the differences and similarities in class discussion.
6. Challenge students to find out what they can do on a daily basis at home, in school, and at work, to help preserve forests in general and a forest in their community, county, or state. Have them share their ideas. Perhaps students might organize a tree planting club, or work in conjunction with a local community group which is already doing so.

LINKS:

<http://www.wri.org/gfw/>

<http://www.nativeforest.org>

<http://www.saveamericasforests.org/index.html>

<http://www.treesfff.org>

<http://www.saverainforest.net>

<http://www.yale.edu/envirocenter/clinic/nacec.html>

EDITOR'S NOTE:

cuisine

abalone

truffle

Balmain bugs

deforestation

NEWS CHRONICLE

Democracy in America: New Mexico Battleground

1. Locate the state of New Mexico on a map of the U.S. What interests have made it a battleground in the past? Why is it being labeled a battleground for this year's presidential election?
2. How many electoral votes does New Mexico have? Does this number surprise you? Why are the candidates devoting time to a state that holds only five electoral votes? What is a bellwether state? How does New Mexico fit this category? How would you describe the state ethnically and politically? Where is George W. Bush's base in the state? Where is Al Gore's strength? How much money have the candidates poured into political ads in New Mexico?
3. Use this opportunity to introduce your students (or help them review) the origin, purpose and function of the Electoral College. Assist students in conducting research to gather information. What is the "winner take all" system? How many electoral votes are needed to win the presidency? In class discussion, share student findings. Then divide the class into small groups and have each group locate information on the number of electoral votes each state has. Challenge each group to

choose one region of the U.S. and predict which presidential candidate will win the electoral votes in each of the states in that region, and why. Compare group predictions with the actual Electoral College vote tally on November 7th.

4. Often presidential candidates consider electoral vote power when choosing running mates. When George W. Bush selected Dick Cheney as his running mate, some observers said that the fact that Cheney is from Wyoming, a state with only three electoral votes, is a political liability. What do your students think? To what extent, if any, do your students think the number of electoral votes of a potential running mate's home state should be a consideration in choosing a vice presidential candidate? Have each student determine the number of electoral votes for the home states of the Republican and Democratic presidential candidates and their running mates, and share their information. Ask students: If you had been an adviser to the Bush campaign, would you have recommended a running mate from a more politically powerful home state, or should this be a minor consideration? Have students write brief essays explaining their responses.

LINKS:

<http://www.cnn.com/2000/ALLPOLITICS/stories/09/25/nm.battleground/index.html>

<http://www.fec.gov/elections.html>

<http://www.nara.gov/fedreg/elctcoll/index.html#top>

Student Bureau: Electronic Textbooks

1. What are electronic textbooks? What are the differing viewpoints on their use in the classroom? How is the CD-ROM textbook working for the calculus teacher in the video? How have students reacted to it? What role do many textbook publishers and school boards see for the electronic textbook? Currently, what percentage of textbooks are e-books? According to Microsoft, how will this number change by the year 2020? Would you welcome the change? Why or why not?
2. Direct your students to the Internet to search for examples of electronic textbooks. Discuss the nature of the electronic medium and which subject areas may be best suited to this method of publishing. Are there any subject areas students think would not be well represented as e-textbooks? Discuss how electronic publishing could change education, and the positives and negatives it presents to students.

LINKS:

<http://www.ecsu.ctstateu.edu/depts/edu/textbooks/creatingtextbooks.html>

<http://www.upstate.edu/library/textbooks.htm>

<http://www.oswego.edu/~economic/publishers.htm>

EDITOR'S NOTE:

conquistadors
precincts
New Mexico
Al Gore
George W. Bush
electoral votes
e-textbook
CD-ROM

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 27, 2000

ENROLL NOW in TCM BY THE BOOK: LIVES ON FILM to show your students how renowned people met challenges to succeed. Fax your name, school address & phone number to TCM (770)739-7085 to enroll for FREE curriculum materials and film taping rights.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:30...01:40

Top Story ... 05:35...07:15

- New doping regulations take their toll on Olympic athletes.
- Anabolic steroids can have damaging side effects.

In the Headlines ... 02:35...09:50

Yugoslavian television announces a possible runoff in the presidential election.

DAILY DESK ... 00:25...10:15

Business Desk ... 02:00...12:15

The FAA and airlines will implement a new system to deal with increased air traffic.

WORLDVIEW ... 00:35...12:50

Information Please ... 05:30...18:20

Australia's Outback is home to some of the world's most diverse deserts.

One World Habitat: France Clean Police ... 03:00...21:20

France launches a proposal for a worldwide environmental organization.

Inside Africa: Egypt Crazy Driving ... 03:40...25:00

Cairo is one of the toughest places in the world to survive in a car.

NEWS CHRONICLE ... 00:25...25:25

Democracy in America ... 02:00...27:25

Six weeks before the election, the youth vote is still up for grabs.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Olympic Drug Rules

1. Who is C.J. Hunter? In what event is he a world champion? With what has the International Olympic Committee charged C.J. Hunter? How has he responded to the test results? Who was at his side at yesterday's press conference? Do you think the charges against her husband have impacted her quest for the gold? Explain.
2. For which substance did C. J. Hunter test positive? Who did the U.S. Olympic Committee produce to offer an explanation of how the anabolic steroid ended up in Hunter's drug test? What explanation did he offer? What Romanian gymnast has also tested positive for a banned substance? What drug was found in her system? What was the source of this drug? How did Olympic officials react to the positive test?
3. What is nandrolone? Why do some athletes take it? How does nandrolone mimic testosterone in the human body? What are some of the side effects of this anabolic steroid, if taken in large doses? What are some sources of nandrolone? What is the FDA considering doing to limit accessibility to nandrolone?
4. In the video, the Director of the International Olympic Committee says, "We have new regulations which are much harsher. The mere presence of the substance in the body of the athlete constitutes doping, regardless of whether it was conscious or willful or not." Read this quote to students and generate a class discussion about the new I.O.C. policy: Do students think it is reasonable? Do they think it achieves the desired objective? Do students think the I.O.C. should continue this policy, abandon it, or modify it?

LINKS:

http://sportsillustrated.cnn.com/olympics/2000/track_and_field/news/2000/09/25/ioc_hunter/
http://www.wada-ama.org/asiakas/003/wada_english.nsf/
<http://www.athleticsnews.com/>
http://images.cnnsi.com/athletics/news/1999/08/18/drug_box_ap/
<http://www.nida.nih.gov/ResearchReports/Steroids/AnabolicSteroids.html>

In the Headlines: Yugoslavia Election Update

1. Who captured the most votes in the former Yugoslavia's presidential election this past weekend? According to the state-run media, what percent of the popular vote did he win? What percent of the vote did Slobodan Milosevic, the current president, win? If these results are accurate, what is the next step in Yugoslavia's political process?
2. Why is the opposition against a runoff? If there is a runoff, what will the opposition do in protest? When is the deadline for the Federal Election Commission to produce the definitive results of the election? What could happen if the commission fails to recognize the opposition's claim to victory? Do you think mass demonstrations will take place? Why or why not? What do you think opposition leaders would hope to accomplish by these protests?

LINKS:

<http://www.cnn.com/2000/WORLD/europe/09/26/yugoslavia.elex.03/index.html>
<http://www.cnn.com/2000/WORLD/europe/09/23/yugo.briefs/>
<http://www.cnn.com/2000/WORLD/europe/09/23/yugoslavia.facts.ap/index.html>

EDITOR'S NOTE:

doping
anabolic steroids
beta blockers
diuretics

opposition candidate
runoff
boycott
mass demonstrations

DAILY DESK

Business Desk: Free Flight

1. Explain how the skies are a kind of "giant interstate system" for commercial airlines. How old is the U.S. air traffic control system? Why are many concerned that it won't be able to handle future air travel? What are the FAA and airlines doing in response to this concern?
2. What is Free Flight? How will it place more responsibility on pilots? How will Free Flight impact airlines in terms of time and fuel efficiency? What technological changes will have to be made in order for Free Flight to work?
3. The Federal Aviation Administration (FAA), one of the agencies responsible for Free Flight, is an example of how government plays a role in business in the free market economy. Direct your students to conduct research to learn more about the FAA and its role in airline operations and safety. Share student findings. Discuss the scope and limits of this agency's role in the business of air travel. Do students think the Free Flight system fits into this role? Challenge students, working in groups, to identify other government agencies that play a part in business, including trade and commerce, transportation, and consumer protection. Have each group profile one of these agencies and explain its function.

EXTENSION: Do students think any of these agencies overstep their bounds in their regulatory and watchdog capacities? When could this be a problem? Under what circumstances, if any, do students feel the government should interfere in free trade? Discuss.

LINKS:

<http://detnews.com:80/2000/business/0009/06/b01-115870.htm>
<http://www.fly.faa.gov/>
<http://www.dot.gov/about.htm>

EDITOR'S NOTE:

altitudes
Free Flight
congestion
global positioning satellite
Federal Aviation Administration (FAA)

WORLDVIEW

Information Please: Outback Life

1. What region do many identify as the "real" Australia? Where is the Outback located? How do most visitors get there? What kind of town is Alice Springs? What is Uluru?
2. Describe life on the Idracowra Station ranch. Who owns the ranch? How does the ranch give visitors an idea of what it's like to live "in the middle of nowhere"? What is Chamber's Pillar? What is the local legend surrounding this landmark? How is the rock "a living thing" to Australian Aborigines?

3. Challenge your students to pretend they are going on a trip to "Australia's Red Centre." What kind of preparations would they have to make before heading for this unique environment? Divide the class into safari teams and have each team research the climate, terrain, transportation to and across the desert, and local plants and wildlife. Have each group use its information to generate a list of items to bring on this trip, including clothing, shoes, and medical needs, necessary to travel across the Outback.

LINKS:

<http://www.environment.sa.gov.au/parks/>

<http://www.photoz.com.au/links.html>

<http://goaustralia.about.com/travel/goaustralia/library/weekly/aa012799.htm?iam=dpile&terms=Australia>

<http://goaustralia.about.com/travel/goaustralia/library/weekly/blpiculu.htm>

http://www.globalgypsies.com.au/20_day_per_sydney.html

One World Habitat: France Clean Police

1. What recent event in France sparked a debate on how to deal with environmental disasters? Who launched the new initiative for a global environmental organization? What does she think of UNEP, the United Nations Environment Programme? Why does she believe that the UNEP "lacks teeth"?
2. Describe the international organization that Ms. Voynet is proposing. As she sees it, how would its rules be enforced? What would be its major objective? What does Greenpeace think of her idea? Why does Greenpeace call France "the bad guy of Europe" when it comes to environmental programs?
3. Should the international community follow Ms. Voynet's recommendation and create a new environmental organization, or is there one already in place that is up to the task? Below are listed some websites for global efforts aimed at preserving the environment and its ecosystems. Have students work in groups to examine these sites and research other similar organizations and share their findings. Do students think any or all of these organizations are effective in monitoring environmental issues, or should a new one be created? Discuss.

LINKS:

<http://www.worldbank.org/environment/>

<http://www.worldwildlife.org/>

<http://www.unep.org/>

Inside Africa: Egypt Crazy Driving

1. What circumstances make driving in Cairo a dangerous proposition? How do drivers often get their licenses? What is Egypt's government doing to improve safety for drivers, passengers, and pedestrians? Do you think these measures will be effective? Why or why not?
2. How safe (or dangerous) is driving in your area? What laws are in place to promote safety? Do local authorities enforce these laws? Explain. What would you list as the top three auto safety issues in your area? What do you think should be done about these hazards?

LINKS:

<http://www.sallys-place.com/travel/africa/reflections.htm>

<http://goafrica.about.com/travel/goafrica/msubcairo.htm>

http://www.arab.net/egypt/transport/et_metro.html

EDITOR'S NOTE:

the Outback
monolith
homestead

aboriginal
Greenpeace
Seine River
Cairo
mandatory

NEWS CHRONICLE

Democracy in America: Youth Vote

1. What does the latest tracking poll reveal about the youth vote in this year's presidential election? Why have youth opinions shifted so much between the two major candidates? What is volatility? Do you think "volatile" is an accurate way to describe the mood of young voters? Explain.
2. What effect have this year's youth protests had on the presidential race? What was the main issue behind many of these protests? Who is the candidate most closely identified with this issue? How is he faring with young voters? What generalizations can you draw from his lack of support, especially among youth?
3. Point out to students that voter apathy is growing among young Americans. According to the National Association of Secretaries of State, only 32% of those aged 18-24 voted in the last presidential election. What do your students think should be done to get more young voters to the polls? Is registration the answer, or should there be other efforts? Divide the class into groups, and challenge each group to devise a strategy designed to increase voter participation among 18-24 year olds. Have groups share and discuss their strategies. Discuss how a lack of young voter participation could affect the political agendas of presidential candidates and impact the entire democratic process.

LINKS:

<http://www.rockthevote.org/>
<http://www.yvote2000.com/Archive/2000/8/24-20419.html>
<http://www.mediastudies.org/young/tuningout.html>

EDITOR'S NOTE:

George W. Bush
Al Gore
Ralph Nader
swing group

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 28, 2000

Is it time to reenroll in CNN NEWSROOM? Call 1-800-344-6219. Or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

Please note: Due to technical difficulties, today's program is not closed-captioned.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:25...01:40

Top Story ... 05:00...06:40

Teachers: Today's Top Story contains content that may be inappropriate for some students. Please preview.

- Hollywood proposes a plan to end marketing of violent films to kids.
- Theaters find it difficult to enforce movie ratings.

DAILY DESK ... 00:25...07:05

Science Desk ... 02:10...09:15

Athletes use the metabolic effects of high and low elevations to enhance their training.

WORLDVIEW ... 00:25...09:40

Artistry in Action: Outback Food ... 03:10...12:50

Australian barbecues offer interesting choices of food.

Around the World ... 04:00...16:50

The U.N. and corporate leaders establish a global compact.

Communication Transformation: Russian Sub Media ... 03:00...19:50

The sinking of the nuclear sub Kursk is a catalyst for change in Russian news coverage.

NEWS CHRONICLE ... 00:25...20:15

Our World ... 07:00...27:15

The gifted child presents challenges for parents and educators.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Movie Marketing

1. Why were Hollywood executives on Capitol Hill yesterday? What are some of their proposals? How did some senators react to these ideas? How did the senators react to a report citing major studios for test-marketing violent movies to young children?
2. What are the senators threatening to do if Hollywood can't find an effective way to address this issue? What stands in the way of congressional control of movie content? What does it mean when it is said that Hollywood will "police itself"? Do you think this is a good idea? Why or why not?
3. What has a Federal Trade Commission survey revealed about underage moviegoers' ability to get into R-rated films? Is theater monitoring of movie ratings mandatory or voluntary? How do some young moviegoers find ways around the ratings? Why do some parents object to the theaters' enforcement of the ratings system?
4. How many of last weekend's top ten movies were rated "R"? Can you draw any conclusions about consumer demand for these kinds of movies based on this fact? Explain. One expert says that part of the problem is that "R" movies are "forbidden fruit," and that, in itself, sells the movie to young people. What does he mean? Do you agree or disagree with him? Explain.
5. Point out to students that the issue of control of entertainment content is complicated by the First Amendment to the Constitution.
 1. Have students consult their textbooks for a copy of the amendment, and read it.
 2. Ask students if they are aware of any limits on the First Amendment. Have them search for and share examples of such limits.
 3. Then divide the class into two groups, one representing the senators and the other representing movie industry executives.
 4. With those interests in mind, have the class attempt to hammer out the language of a legislative proposal aimed at ending marketing of violent movies to children.
 5. After a prescribed time limit, ask spokespersons from the two sides to summarize their efforts. Discuss the difficult constitutional, economic, and artistic issues involved in the government's attempt to protect young viewers from content it believes to be inappropriate.

EXTENSION: After the simulation, have each student write an opinion paper in response to the question: Do you think government legislation of entertainment content falls under the category of "protecting children" or of "censorship"?

LINKS:

<http://www.cnn.com/2000/ALLPOLITICS/stories/09/27/hollywood.violence/index.html>

<http://www.mpaa.org/>

<http://www.ftc.gov/>

<http://www.ftc.gov/opa/2000/09/violtestimony.htm>

http://www.channel2000.com/sh/entertainment/studio_briefing/stories/natlphae-studiobriefing--991012-1

http://www.findarticles.com/cf_0/m1312/5_375/54938868/p1/article.jhtml

<http://crime.about.com/newsissues/crime/library/blfiles/blpreventingmail.htm?iam=dpile&terms=%2Ben>

EDITOR'S NOTE:

test-marketing
First Amendment
theater monitoring
underage viewers

DAILY DESK

Science Desk: Olympic Triathlete

1. For what Olympic event was Hunter Kemper training? Where does he live? How does the altitude of where he lives affect his training? Describe the "live high, train low" training technique. If it is more difficult to train at higher altitudes, why isn't it an advantage to "train high, compete low?"
2. How does red blood cell count figure into an athlete's ability to compete? Explain. Why does a high red blood cell count reduce coronary stress? How would athletes need to train for an Olympic event taking place in Colorado Springs? How might they accomplish that kind of training without actually traveling to a higher elevation?
3. Share the following definition of "metabolism" with your class: The process by which oxygen fuels a chemical reaction in which energy and heat are released from food (calories). Working in small groups, have students conduct further research on the effects of elevation on metabolism. Then have each group develop a table comparing all parts of the human metabolic process at low and high elevations. Each group's table should have at least five items of comparison, such as red blood cells, heart efficiency and heart size. Have each group present its table. Discuss how athletes in other sports might simulate a different set of conditions to improve athletic performance. Then expand the discussion to include how food and other outside factors could be adjusted to affect a competitive athlete's performance.

LINKS:

<http://www.rice.edu/~jenky/sports/altitude.html>

<http://www.duathlon.com/hunterkemper.htm>

<http://www.healthychoice.com/trainer/html/TrainerMetabolismMyths.cfx>

<http://sln.fi.edu/biosci/blood/red.html>

EDITOR'S NOTE:

altitude
red blood cells
oxygen mask
sea level

WORLDVIEW

Artistry in Action: Outback Food

1. What is an "outback"? Locate the Australian Outback on a world map. What type of food preparation is featured in the video? Why are the Australian barbecues shown in the video unique?
2. What different types of foods can be sampled at an Outback barbecue? Have you ever eaten kangaroo, crocodile, or camel? If so, what did it taste like? If not, would you be interested in trying these foods?
3. The barbecue in the video offers visitors to the Australian Outback a glimpse into that region's unique culture. Have students share examples of their own experiences with various cultures. Ask the following questions: Did you have any advance warning of the new cultures you would be experiencing? If so, how did you prepare yourself?
4. Challenge students to create a list of different national foods. Have each student select a food from the list and identify its ingredients, the origin of those ingredients, how the food is traditionally prepared, and how it is eaten. Instruct each student to also identify what the food reveals about the nation it comes from and that nation's culture. Then, have students write reports of their findings and share them with the class.

LINKS:

<http://www.overlanders.com.au/rest/default.htm>
<http://www.lin.com.au/eats/australia.html>
<http://pasture.ecn.purdue.edu/~agenhtml/agenmc/>
<http://lcweb2.loc.gov/frd/cs/cshome.html>

Around the World: U.N. Global Impact

1. Who is the Secretary General of the U.N.? With whom did Kofi Annan meet? What was the purpose of these meetings? What event prompted the Secretary General to initiate these meetings with world corporate leaders?
2. What was the outcome of the meetings between the corporations and the U.N.? In joining the global compact, what vows have these businesses taken? How will their progress towards the Global Compact's goals be monitored? Do you think this is an effective way to keep track of the corporations' progress? Why or why not? Is it important for the corporations to report their advances in regards to the compact, and for the U.N. and the general public to know about these advances? Explain.
3. Why does John Cavanaugh, Director of the Institute for Policy Studies, believe the business leaders have entered into an agreement with the U.N.? Do you agree with his position? Why or why not? Challenge students to identify a list of other possible reasons they think the corporations may have agreed to join the U.N. in its globalization efforts.
4. Why is the public's perception of a company or corporation important? How do companies and corporations cultivate a public image? Divide your class into groups. Using online resources, have groups research the background of multinational corporations, including some of the corporations that have joined the U.N. Global Compact. Ask each group to identify a corporation's public image and how this image has been cultivated. If the corporation has engaged in philanthropic ventures, to what extent have these ventures impacted the public's perception of the corporation? After each group presents its findings, ask students: Do you think member corporations will benefit from the U.N. Global Compact? Explain. How might the compact affect the global community? What is your opinion of the compact?
5. What are the benefits and drawbacks of globalization? In the video, Kofi Annan talks about the perils of globalization. He says that, "we must...ensure that the global market is embedded in broadly shared values and practices that reflect global social needs." What do you think Mr. Annan means? As a class, have students define what they think these shared values and practices should be, and give examples of how businesses might put, or are putting, these values into action.

LINKS:

<http://www.un.org/>
<http://www.globalpolicy.org/globaliz/index.htm>
<http://www.coca-cola.com/gateway.html>
http://pf.fastcompany.com/feature/action/socent_res.html
<http://www.cnn.com/2000/US/07/27/un.compact/>
<http://www.shell.com/royal-en/>
<http://www.nike.com/>
<http://www.wto.org/>

Communication Transformation: Russian Sub Media

1. What happened to the Komsomolets and Kursk nuclear submarines and their crews? How did media coverage of these events differ? Why? Do you think military misinformation is a "Soviet phenomenon"? Explain.

2. Refer students to multimedia resources, their texts, and to the third website below, to create a timeline of significant political events that have occurred in Russia since 1989, including the collapse of the Soviet Union in 1991 and its impact on Russian media.

After students complete the timeline, divide your class into two groups. Refer both groups to the websites below to research the environmental and political consequences of the Komsomolets and Kursk disasters. After each group presents its findings, have students consider how Russia's political climate, and its relationship with the international community at the time of each disaster, may have influenced the Russian military's dissemination of information about each of the events.

EXTENSION: According to Mr. Mamontov, the sinking of the submarine Kursk may be a turning point for the Russian government, "a catalyst for change." As a class, discuss the meaning of Mr. Mamontov's statement. Ask students: Do you agree with Mr. Mamontov? Why or why not? If so, what changes do you think need to occur?

LINKS:

<http://www.cnn.com/SPECIALS/2000/submarine/>
<http://www.russiatoday.com/russiansubmarine.php3>
<http://www.cnn.com/SPECIALS/cold.war/>
<http://www.hazegray.org/worldnav/russia/submar.htm>
<http://www.american.edu/projects/mandala/TED/KOMSO.HTM>

EDITOR'S NOTE:

titans
 globalization
 Kofi Annan
 censored
 rescue operation

NEWS CHRONICLE

Our World: Whiz Kids

1. How is Gregory Smith like any other 11 year old? How is he different from most? What is his I.Q.? For what purpose would he like to use his gift?
2. In what school is Gregory currently enrolled? What subjects is he taking? Who are his heroes, and why? How has Gregory's gift impacted the lives of his parents?
3. How do government expenditures for learning disabled students compare to what it spends on gifted students? What "special needs" do gifted kids also have? What happens when those needs aren't met? How does the Mott Hall School try to meet those needs?
4. What assumption do people often make about being the parent of a gifted child? What challenges do these parents actually face? How do gifted students like Gregory Smith deal with the social aspects of their unique situation?
5. In the video we hear that young gifted students are often picked on and seen as "nerdy" by their peers. Does this happen to any exceptional students you know? If so, why do you think it does? To what extent would you say your culture values intelligence? Give an example to support your answer. Do you think that people with high I.Q.s should be treated with greater respect? Explain.
6. What are the characteristics of a gifted child? Have students consult the Internet and other resources to find the answer to this question and share their findings. Then inform students that gifted children sometimes demonstrate many of the same characteristics as children with ADD (Attention Deficit Disorder) or even ADHD (Attention Deficit Hyperactivity Disorder). Have students return

to their resources to find characteristics of students with these disorders and compare them to those they found for the gifted. Why are ADD, ADHD, and gifted students sometimes misdiagnosed? How would one go about determining which diagnosis was appropriate for a specific child? Ask an educational psychologist or other learning specialist to discuss this dilemma with the class.

LINKS:

<http://www.nfgcc.org/>

<http://www.forewordmagazine.com/articles/2000/August/0800interviewjg.asp>

<http://childparenting.about.com/parenting/childparenting/cs/giftedchildren/index.htm>

EDITOR'S NOTE:

gifted

I.Q.

underachieve

leadership skills

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 2000 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 29, 2000

Use **TCM BY THE BOOK: LIVES ON FILM** to show students how the course of history has been changed by individual decisions. **ENROLL NOW** to receive **FREE** curriculum materials and film taping rights. Fax your name, school address and phone number to TCM (770)739-7085.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:05... 01:05

TODAY'S NEWS ... 00:20...01:25

Top Story ... 07:00...08:25

-The candidates and the pundits prepare for next week's debate.
-College students offer pre-debate advice to the candidates.

Pierre Trudeau ... 00:30...08:55

Former Canadian Prime Minister Pierre Trudeau has died.

DAILY DESK ... 00:45...09:40

Editor's Desk ... 02:50...12:30

Movies' depictions of U.S. presidents have varied over the years.

WORLDVIEW ... 00:30...13:00

Information Please ... 02:45...15:45

Sydney's Harbor Bridge is a popular tourist attraction.

Around the World ... 03:20...19:05

Australian universities are attracting many international students.

Inside North America ... 03:00...22:05

L.A. is considered to be the prototype city of the future.

NEWS CHRONICLE ... 00:25...22:30

Special Series ... 04:35...27:05

Meet the woman who revolutionized the entertainment industry for Latinos.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What perceptions exist of Al Gore and George W. Bush as debaters? Why is each candidate trying to "lower expectations" before Tuesday night? According to the video, when has George W. Bush been successful and deficient as a debater? How could low expectations actually work to his advantage? When has Al Gore been successful and deficient as a debater? How could his reputation as an "attack dog" impact the public's perception of Al Gore?
2. What images do the students in the video associate with presidential debates? Who do the students suggest Al Gore and George W. Bush watch to learn how to make a strong image? Why? According to the students, what does Bush have to communicate about his candidacy in this upcoming debate? What does Gore have to communicate?
3. Who are the "pundits and prognosticators"? What is "spin"? Have students search television and radio news, as well as print media for examples of political punditry and spin, and share these with the class. Ask: What is the pundit's role in American politics? Why do campaigns engage in spin? Are punditry and spin good or bad for the democratic process? Discuss.

LINKS:

<http://www.debates.org/>

<http://www.cnn.com/ALLPOLITICS/>

<http://www.cnn.com/2000/ALLPOLITICS/stories/09/27/campaign.wrap/index.html>

EDITOR'S NOTE:

prognosticators
conventional wisdom
credibility
spin
pundit
George W. Bush
Al Gore
Pierre Trudeau

DAILY DESK

Editor's Desk: Presidents on Film

1. What factors have influenced the way that U.S. presidents have been depicted in films? How have these depictions changed over the years? Give an example. Do you think a film's portrayal of a president affects the public's perception of that president? Explain.
2. Share the following quote by Glen Kenney of Premiere Magazine with your class: "Varying depictions of presidents reflect the way things are in the country...and the way movie makers see things as they are in the country and the way they want them to be." Discuss the meaning of this quote. Next, group students. Have each group formulate a position statement about the state of America and the way they would like things to be. Then, have each group develop an idea for a screenplay that depicts the ideas reflected in its position statement. Each screenplay should have a U.S. president as a central character. After groups present their position statements and screenplay ideas, have them select actors that they think should play the parts of the presidents.

LINKS:

http://www.schonwalder.org/USPresidents/to_all_Pres.htm

<http://www.usatrivia.com/pfptpres.html>

<http://www.angelfire.com/wv/jwhiz/presidents.html>

EDITOR'S NOTE:

reverential
Great Depression
turbulent
Cold War tensions
charismatic

WORLDVIEW**Information Please: Harbor Bridge Climb**

1. Where is the Sydney Harbor Bridge located? When was it built? How high above the water is this bridge? What sights can be viewed from the bridge? Why is the bridge tour considered "a playground for thrill seekers"?
2. What steps must one undertake in order to climb the bridge? What special safety measures must be taken by the climbers? Describe the view the climbers experience. How much does this tour cost? Do you think it is worth the price? Explain. If you were visiting Sydney, would you want to take the Harbor Bridge tour? Why or why not?
3. What global event is currently being held in Sydney, Australia? Refer your students to online resources, including the links below, to learn more about Sydney and its surrounding areas, and how the city has prepared for the Olympic Games. Have students make lists of the attractions featured in the downtown area. Ask them to develop guidebooks using photos, information, and maps. Invite individual students to give "virtual tours" of Sydney and the surrounding areas using the guidebooks. Ask your students how much they knew about Sydney before the Olympic games began. Discuss the impact of the games on a host city's tourist industry, economy, and international image.

LINKS:

<http://www.cnn.com/WORLD/asiapcf/9810/03/fringe/sydney.bridge/index.html>
<http://www.sydney.com.au/>
<http://www.sydney.com.au/harbour.htm>
http://headlines.yahoo.com/Full_Coverage/AUNZ/2000_Sydney_Olympics/

Around the World: Australian Higher Education

1. How much money does higher education contribute to Australia's economy? How many international students attend Australian schools? What percentage of these students are from Asia? Why do many Asian students study in Australia versus the U.S., Canada or Britain?
2. What measures is the Australian government taking to recruit international students? What might be some benefits and drawbacks of increasing the number of student working visas for students, corporations, and the people of Australia?
3. How can students benefit from studying abroad? How can international studies programs enhance international relations, on both a micro and macro level? Have you ever considered studying abroad? Why or why not? If so, where would you want to study? Why?
4. Have each student write a brief narrative describing his/her professional or academic interests. Then, refer students to the websites below, and to their guidance counselor, to learn about college or training opportunities abroad. Have students share their findings and discuss whether or not it would benefit them to study overseas.

EXTENSION: If possible, have students interview international students that are in your school or community. Have your students report back to the class about the benefits and challenges of attending school in a different country.

LINKS:

<http://www.cnn.com/ASIANOW/asiaweek/97/0523/cs4.html>

<http://www.collegeboard.org/>

<http://www.petersons.com/stdyabrd/sasector.html>

<http://www.intstudy.com/>

Inside North America: Los Angeles Diversity

1. Where is Los Angeles located? What comes to mind when you think of L.A.? How many different nationalities can be found in L.A.? How many languages are spoken there? Why do you think many immigrants choose to live in L.A.?
2. Why do many people consider L.A. to be "the prototype city of the future"? In the video, political scientist Harry Pachon states that in L.A., "'heterogeneity' is going to unleash some creative forces that we can't even forecast right now." What do you think he means? Refer students to multimedia resources, including magazines and television, to identify examples of how heterogeneity has influenced modern societies. What are the social and political benefits and drawbacks of a heterogeneous community? After students have shared their information, ask: What do you think L.A. will be like 50 years from now?
3. Allow small groups of students to research the history of L.A. and design an exhibit that depicts the evolution of L.A. during the 20th Century. You may want to point out to students that "as L.A. rapidly expanded throughout the 20th century, it absorbed numerous communities and enclosed independent municipalities. Among the communities now part of L.A. are Central City, Hollywood, San Pedro, Sylmar, Watts, Westwood, Bel-Air, and Boyle Heights." Instruct students to consider how these neighborhoods have changed, and whether or not they have been able to preserve their individual characteristics and identities. Help students set up their displays, and appoint students to guide other classes on tours of the exhibit.

LINKS:

<http://www.ci.la.ca.us/>

<http://cpl.cagenweb.com/>

<http://www.calhist.org/>

EDITOR'S NOTE:

Sydney
bridge climb
anxiety
cultural bias
visas
Los Angeles
cultural patchwork
prototype

NEWS CHRONICLE

Special Series: Hispanic Heritage: Bel Hernandez

1. Who is Bel Hernandez? In what field is she well-known? What is the name of the trade magazine she founded? How has her publication helped Latinos in the entertainment industry?
2. How did Bel Hernandez get started in entertainment? In those days, what issues did many Latinos

face in entertainment? What prompted Bel and her friends to start a newsletter? How has their publication grown over the past eight years? What purpose does it serve to Latinos looking to get into the entertainment industry in L.A.?

3. Why does the executive producer of "Resurrection Boulevard" call Bel Hernandez a one-woman morale booster? Why do some credit her with making the show a reality? How is Bel Hernandez expanding her efforts beyond Latin Heat?
4. Many consider Bel Hernandez a pioneer in the entertainment field. Generate a class discussion about her contributions to this industry. Then challenge students to determine some of the ripple effects of her efforts. Working in groups, have students identify some of the Latino actors, actresses, directors, writers and technical professionals who have made their mark in entertainment and broadcasting. Have each group present the story of one of these individuals. Discuss how the success of Latinos in the entertainment industry benefits others in the arts and ultimately benefits the economy.

LINKS:

<http://www.latinheat.com/>

<http://www.nclr.org/special/alma/aboutawards.htm>

<http://www.looksmart.com/eus1/eus65300/eus152744/eus272029/eus584539/eus538374/r?l&>

EDITOR'S NOTE:

Bel Hernandez

Latinos

stereotypical

illegal alien

barrio

media outlet

Latin Heat

entertainment industry

External websites are not endorsed by Turner Learning.

Copyright 2000 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 2000 Turner Learning, Inc. All Rights Reserved.
